



# Corvinus Science Shop





# Impactful co-creation with responsibility

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# Welcome



**PROF ZITA ZOLTAY PAPRIKA, PHD**

DEAN  
CORVINUS BUSINESS SCHOOL  
CORVINUS UNIVERSITY OF BUDAPEST

I am delighted to present the first report of the **Corvinus Sciences Shop (CSS)**, one of the most recent additions to Corvinus Business School's (CBS) initiatives. This report covers not only the local and international achievements of the 2017-2018 and 2018-2019 academic years, but also introduces the philosophy and day-to-day operation of the science shop. **I wholeheartedly recommend this report to the attention of**

- **our lecturers and students:** it will provide them with a resource to learn about the opportunities offered by the science shop,
- **our current and future community partners:** if they have already collaborated with our science shop, they are represented in the report, if not, let this report be their inspiration,
- **higher education institutions of the region:** to support them to consider similar initiatives, and
- **Business Schools interested in social impact.**

I am proud of my colleagues working in and for the science shop, the members of the CSS Team, and their accomplishments. They were able to generate fast growth, as well as, deliver professionalism and gain international recognition at the same time. **A heartfelt thank you for their commitment.**

I would also like to express our thanks to our **community partners** for their trust towards the Business School and the Science Shop: they trusted us to deal with their challenges and questions.

I thank my colleagues at the Business School for engaging in course projects with community partners in the frame of their courses. By doing so, they provided an insight for our students on the progressive aspects of business higher education, as well as, contributed to the accomplishment of the mission of the Business School: to educate future responsible leaders. Not only did the colleagues' efforts serve this longer-term societal purpose, through these projects they were also able to provide immediate responses to the pressing issues of our community partners, thereby generating prompt positive social impact.

All of this, however, could have not been possible without the students. So last, but actually first and foremost, **I thank the 765 students of Corvinus Business School who worked and are working on community-based projects.** I congratulate them on their successful work, and trust that more and more students – dedicated to the quality of their work, to the understanding and thorough answering of their partners' questions – will participate in such projects in the future.

## Our Mentors



**CATHERINE BATES, PhD**

PROGRAMME CO-ORDINATOR  
STUDENTS LEARNING WITH COMMUNITIES  
TU DUBLIN

I am delighted to be invited to contribute to this celebratory publication on the very impressive Corvinus Science Shop. We in TU Dublin were formally designated as mentors to Corvinus colleagues as part of the Horizon 2020 EnRRICH project. From the very start we realized this was going to be a **2-way learning process. Our Corvinus colleagues brought enthusiasm, creativity and warmth to the process** of setting up their Science Shop, as well as relevant expertise and ideas from business and from other sectors. We have learned so much from working with Corvinus, including new ideas about how to engage academic staff in learning communities.

Corvinus Science Shop colleagues as members of the Living Knowledge Network have also generously brought energy and ideas to the international community. We were really pleased that Dr Réka Matolay agreed to lead the closing plenary session of the 7th Living Knowledge conference in 2016 which we hosted in Dublin. **Corvinus then hosted the 8th iteration of the Living Knowledge conference in 2018, introducing a very successful new interactive element to the conference, the 'dilemma session'.**

**We are excited to be starting a further 3-year collaboration** as partners on the EU funded CIRCLET Erasmus+ Strategic Partnership project, to build capacity for community engaged research and learning in higher education.

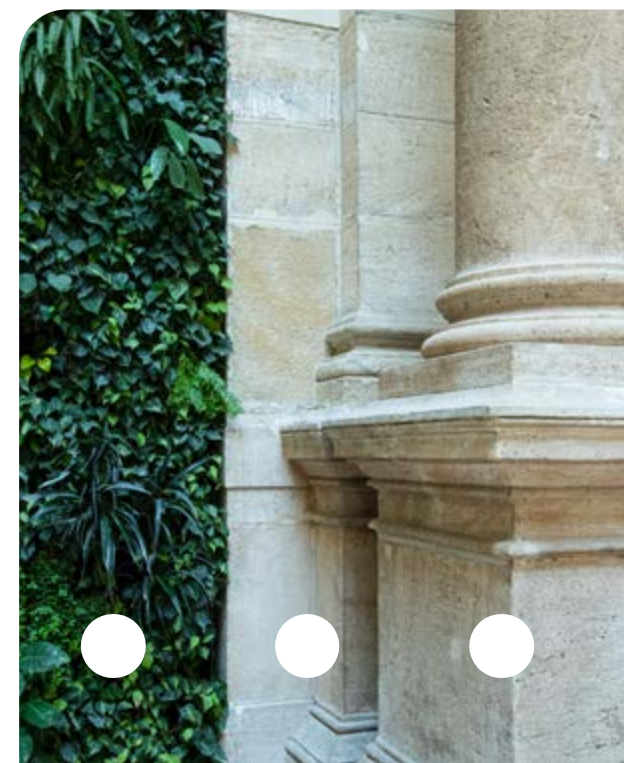
**Congratulations to Corvinus Science Shop staff, students, academic and community partners** on your achievements in your first two full academic years, and we look forward to working with you and learning from you into the future.



**EMMA MCKENNA, PhD**

SCIENCE SHOP CO-ORDINATOR  
QUEEN'S UNIVERSITY BELFAST

I'm so pleased to see the Corvinus Science Shop going **from strength to strength.** The team has shown real dedication and commitment in working across the university and with their partners and students. They have also been **active and inspirational members of the Living Knowledge Network** and did an amazing job of running our last conference. I'm delighted to get to work with you all again on a new European project where we will really benefit from **the deep learning Corvinus colleagues have done** on using learning circles to embed engaged research in curricula. Well done everyone and many happy returns.





## WELCOME

# Our Team



**ANDRÁS MARTONI**

HEAD OF CSS

When I was a student the university meant a space for me where we could create knowledge for the society which is important. It was only my later research activity when I experienced that we could create this knowledge with the members of the society. For me, science shop means that we can integrate this approach into every step of education.



**GABRIELLA KISS,  
PhD**

FOUNDER



**GYÖRGY PATAKI,  
PhD**

FOUNDER

Building cross-sector bridges is a difficult job but absolutely worth it as both sides are enriched in the process of cooperation. The science shop connects civil and academic "worlds", sometimes as an intermediary, sometimes as an interpreter. I came to Corvinus from the civil society sector, at first, my colleagues and I seemed to speak "different languages". But then we learnt each others' way of thinking and speaking. It is great to be involved in building bridges, to see both sides "aha" moments as they discover each other's perspectives, and to experience the community spirit of the science shop collaborations in everyday work.

Since in our societies education is a significant social institution, all of us working in this field should embrace social justice as an aim to work for in our day-to-day activities. Science shops are assisting us to institutionalise this responsibility towards marginalised and vulnerable groups of our societies and enabling us being responsive to the knowledge needs of these social actors. This is the main reason I am committed to advancing the idea and operation of science shops in higher education.



**RÉKA MATOLAY, PhD**

FOUNDER,  
STRATEGIC LEADER,  
CSS TEAM MEMBER

In my courses on Social Entrepreneurship, Sustainability and Decision Making my teaching – and my continuous learning – focuses on active participation and active problem solving. This is taken to another level in the science shop, which provides an opportunity for students and educators, alike, to participate actively in problem solving and research with and for society in all courses of the Business School. The science shop offers a platform for open-minded class projects, cross-sectoral encounters, and immediate positive social impact over the learning process itself.

I have been working at the University for seventeen years and in my research and teaching practice I have become more and more aware of our responsibilities for ourselves and for the world, our ecological and social environment. How can we act and make decisions now in a responsible, honest and conscious way in order to create a better future? These thoughts, goals, and desires are institutionalized and embodied by the Corvinus Science Shop aiming to build a community that strengthens and inspires its members.



**JUDIT GÁSPÁR,  
PhD**

FOUNDER,  
CSS TEAM MEMBER



**ANDREA  
TOARNICZKY, PhD**

FOUNDER,  
CSS TEAM MEMBER

I am teaching and doing research at the Department of Organizational Behaviour on Diversity Management, Organizational Culture and Professional Identity Development. The purpose of my work as a teacher, researcher and Corvinus Science Shop team member is to develop the individual's sense of responsibility for himself and his community. From the start, Corvinus Science Shop is a constant inspiration and responsibility, with the aim to bring the CSS approach as close as possible to educational and research practices in collaboration with colleagues, students and civil society organizations.

# Bridging

Corvinus Science Shop promotes **dialogue between science and society**. It is a meeting point for the local and the academic community. It acts as a bridge where community partners bring their questions and challenges to the university and where they are partnered up with lecturers, courses and students. In these co-operations, civil and academic knowledge are given equal weight – we build on the diversity of knowledge, and the potential for common and mutual learning, and co-creation.

Our community partners are:

- Civil Society Organisations
- informal communities
- active citizens
- social entrepreneurs
- non-profit organisations

## What CSS Offers To...

### ...COMMUNITY PARTNERS

**SUPPORT FOR FORMULATING PROJECT/ RESEARCH QUESTION(S)**

**ANSWER(S)/ SOLUTION(S) TO THE QUESTION(S)**

**ACCESS TO UNIVERSITY STUDENTS, LECTURERS AND OTHER COMMUNITY PARTNERS**

### ...LECTURERS

**RELEVANT, ACCURATE CASES**

**CONTACTS TO AND RELATIONSHIP WITH COMMUNITY PARTNERS**

**PROCESS SUPPORT FOR COURSE PROJECTS**

**INSIGHT INTO NEW AREAS, THUS FRESH INSPIRATION FOR EDUCATION AND RESEARCH**

**OPPORTUNITY TO MAKE A DIFFERENCE AND CREATE GENUINE SOCIAL IMPACT**

### ...STUDENTS

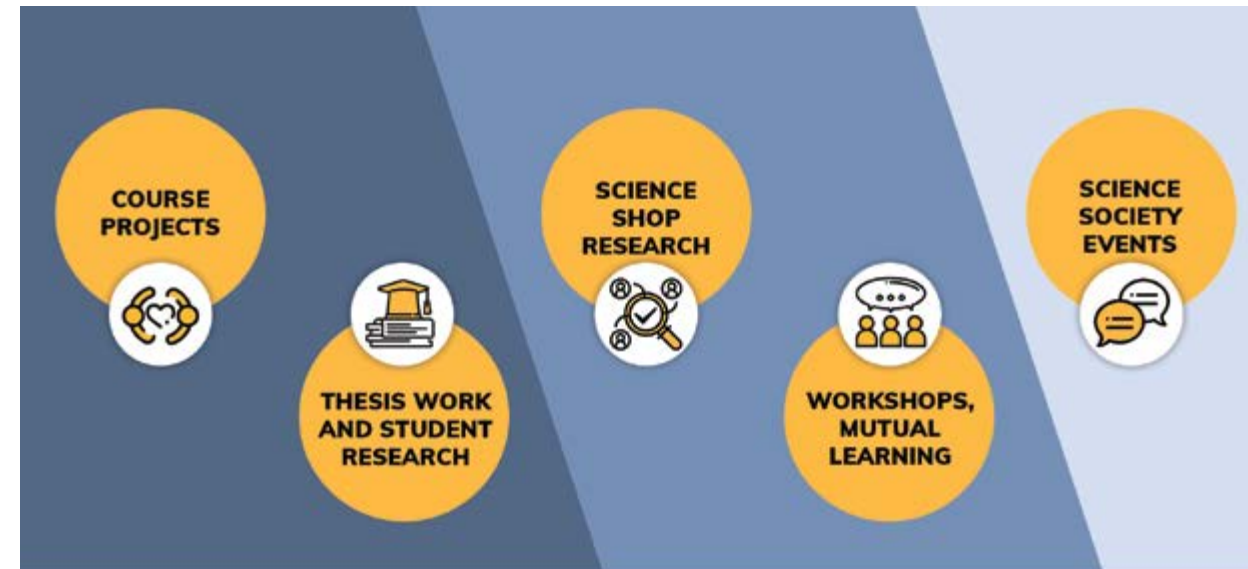
**REAL-LIFE, RELEVANT CASES PRACTICAL EXAMPLES, PROJECT-BASED LEARNING**

**OPPORTUNITY TO MAKE A DIFFERENCE AND CREATE GENUINE SOCIAL IMPACT**

**A TASTE OF RESPONSIBILITY FOR WORK WITH HIGH STAKE**

**TRANSFER OF ACQUIRED BUSINESS KNOWLEDGE AND SKILLS TO NEW AREAS: TO CONTRIBUTE TO THE SOLUTION OF SOCIAL AND ECOLOGICAL PROBLEMS**

## Our Activities



### COURSE PROJECTS



The vast majority of community questions received by CSS find their way into course projects. These are group tasks embedded in a university course, during which students explore the question in collaboration with the lecturer and the community partner and usually ending up by providing a (business) solution to a practical problem.

Students typically work in teams of 3 to 6, utilising both secondary (literature and existing research-based) and primary (focus group, interview, questionnaire etc.) research methodologies, relying on their knowledge of business administration and the topics covered in the given course.

If a course project succeeds in aligning educational goals and the needs of the community partner, the international practice of **community engaged teaching and learning** comes to life. It is this aspect that we currently consider to be one of Corvinus Science Shop's key priorities.

Courses/topics where community engaged teaching and learning have been implemented to date.

### BUSINESS PLANNING

**CORPORATE SOCIAL RESPONSIBILITY, SUSTAINABILITY**

**COMMUNICATION, CREATIVE AND MEDIA PLANNING**

**FINANCE AND ACCOUNTING**

**LOGISTICS AND SUPPLY CHAIN MANAGEMENT**

**MARKETING, SERVICE DEVELOPMENT, SALES, PRICING, BRANDING**

**MANAGEMENT AND LEADERSHIP, HUMAN RESOURCE MANAGEMENT, ORGANISATIONAL DEVELOPMENT**

**SOCIAL ENTREPRENEURSHIP, SOCIAL INNOVATION, SOCIAL IMPACT**

**TRANSPORT, TOURISM**



## BRIDGING



### THESIS WORK AND STUDENT RESEARCH



Research questions of communities are channelled into a theoretically explored, individual or pair-based research implemented over a longer period of time. Further to the thesis work, Corvinus is also engaged in student research via the Student Scientific Conference. In both cases, students work in collaboration with the community partners under the guidance of their supervisors.

Community partners not only provide great thesis questions, but also offer significant advantages. While a student often encounters limited access to corporate data and faces a compulsory confidentiality agreement, community partners are usually happy to share their accumulated knowledge, information and data, and, more to the point, they are ready to implement the findings.

CSS operates an **online thesis question database** and experiments with the organisation of **thesis fairs** for Master programmes. It provides a **framework** for the formulation of the research question and the research process to support collaboration among partners.

#### Defended Theses:

**BAGÁZS BAZAAR – PRODUCT IDENTIFICATION SYSTEM FOR A MOBILE CHARITY SHOP**

**BIG STEP COURIER SERVICES – SOCIAL RETURN OF INVESTMENT (SROI) CALCULATION**

**HAT FOUNDATION – WEBSITE REDESIGN**

### SCIENCE SHOP RESEARCH



One of CSS's goals for the near future is research with community partners. We have been piloting participatory research, applying for grants, and planning a study for community partners at Corvinus's new campus.

CSS research is, however, already ongoing. Members of the CSS Team employ scientific research methodologies to **study science shop dynamics and operations and to share their findings** – both locally and internationally – **through academic publications and conferences**. [See CSS Publications]

Research findings also serve to improve Science Shop processes and stakeholder interactions and are channelled into social impact measurement of CSS and its projects.



### WORKSHOPS – MUTUAL LEARNING



CSS develops and runs workshops for lecturers and community partners to strengthen co-operations. We provide tools and exercises for improving course projects, as well as, collect feedback from all stakeholder groups.

We also offer workshops to higher education institutions in the region, keeping in mind the local characteristics of setting-up and operating science shops.

These workshops are designed in line with the idea and philosophy of science shops: interaction and participation, mutual learning and co-creation are central to these events. [See details in Mutual Learning]

### JOINT ORGANISATION OF SCIENCE-SOCIETY EVENTS



CSS contributes to local and international events in a number of ways. It organises **academic events giving the public access to scientific results**, such as the annual Researcher's Night programmes. CSS also implements **community events reaching out to higher education institutions** and organises **conferences in collaboration** with science shops and universities.

The Ráday Korzó community festival was launched to provide those who live, study and work in our district of Budapest with the opportunity to get to know each other. The festival programme was contributed by local shopkeepers, restaurants, institutions and residents.

Not only did CSS prepare its own programme for the occasion, but it actively shaped the festival. Our staff member was one of the team captains for a swimathon fundraising campaign and also served in the festival's organising committee.

**RESEARCHERS' NIGHTS – WALKS ORGANISED IN CORVINUS'S BUILDINGS AND CSS EXHIBITION**

**FUNDRAISING AND SWIMATHON FOR AND WITH THE FERENCVÁROS COMMUNITY FOUNDATION**

**RÁDAY KORZÓ – COMMUNITY FESTIVAL IN THE NEIGHBOURHOOD**

**LIVING KNOWLEDGE CONFERENCE – LK8 BUDAPEST** [SEE CSS IN THE SCIENCE SHOP COMMUNITY]

**DIALOGUE ON SOCIAL RESPONSIBILITY OF UNIVERSITIES** [SEE CSS PUBLICATIONS]



## Our Story

CSS's immediate precedent was an exciting international project, EnRRICH (Enhancing Responsible Research and Innovation through Curricula in Higher Education), in which, in cooperation with renowned science shops, we looked at our courses, through the eyes of the society.

Its other forerunner was the Social Entrepreneurship and Social Economy Master course, where, since 2006, we have been organizing course projects with social entrepreneurs building on the philosophy of service-learning.

We spent the time between these two stages, preparing for the future. Among others, two of our founders studied at summer schools led by Henk Mulder, a founding father of the Living Knowledge Network from the University of Groningen's Beta Science Shop.

In spring 2017, our activities became institutionalized: the CBS Faculty Council and the University Senate approved the establishment of the Science Shop. Already in that semester, we worked on four pilot projects and started our workshops.





# Achievements



**29**   
LECTURERS

**76**   
PROJECTS

**18**   
WORKSHOPS

**15**   
CONFERENCE  
SESSIONS AND  
PRESENTATIONS

**765**   
STUDENTS

**40**   
COMMUNITY  
PARTNERS

**18**   
MEDIA  
APPEARANCES



# Lecturers

## INSTITUTE OF BUSINESS ECONOMICS

ANDREA GELEI

GÁBOR HARANGOZÓ

GABRIELLA KISS

JULIANNA KISS

ORSOLYA LAZÁNYI

RÉKA MATOLAY

GYÖRGY PATAKI

## INSTITUTE OF INFORMATICS

SZABINA FODOR

## INSTITUTE FOR THE DEVELOPMENT OF ENTERPRISES

ATTILA PETHEŐ

## INSTITUTE OF FINANCE, ACCOUNTING AND BUSINESS LAW

ANITA REIZINGERNÉ DUCSAI

TAMÁS VERESS

## INSTITUTE OF MANAGEMENT

ÉVA RÉVÉSZ

ZSOLT ROLAND SZABÓ

ROLAND SZILAS

SÁNDOR TAKÁCS

## INSTITUTE OF MARKETING

KATALIN ÁSVÁNYI

TAMÁS CSORDÁS

JULIANNA FALUDI

DÓRA HORVÁTH

MELINDA JÁSZBERÉNYI

KATA KASZA-KELEMEN

ZSÓFIA KENESEI

KORNÉLIA KISS

ZITA KOMÁR

ÉVA MARKOS-KUJBUS

ATTILA SIMAY

ANNA TÖRÖK

ÁKOS VARGA

ÁGNES ZSÓKA

# Community Partners

AUTISTIC ART FOUNDATION

BAGÁZS

BLUM PROGRAM

BUDAPEST BIKE MAFFIA

BÚZAVIRÁG FOUNDATION

CARGONOMIA

CITY AND RIVER ASSOCIATION (VALYO)

CSIMOTA PUBLISHING HOUSE

ESÉLY-KERT FOUNDATION

FERENCVÁROS COMMUNITY FOUNDATION

FOUNDATION FOR DEMOCRATIC YOUTH (DIA)

FROM STREETS TO HOMES ASSOCIATION (ULE)

FUTURE FOR THEM TOO FOUNDATION (JNI)

GIVING YOGA

HAJNALKA HÖFLINGER, WATCHDOG PROJECT

HAT FOUNDATION

HUMUSZ

HUNGARIAN FOOD BANK ASSOCIATION

JÖVŐ ÖKO-NEMZEDÉKE FOUNDATION

KIKAPCS. FOUNDATION

KUNBÁBONYI TÍZEK SOCIAL COOPERATIVE

MAGIKME

MOTIVÁCIÓ FOUNDATION

NAGY LÉPÉS COURIER SERVICES

NEURODIVERSITAS FOUNDATION

PAKK CHARITY SHOP

PRESSLEY RIDGE HUNGARY FOUNDATION

RADIO CIVIL - CIVIL

RÁDIÓZÁSÉRT FOUNDATION

REAL PEARL FOUNDATION

ROOTS AND WINGS FOUNDATION

SALVA VITA FOUNDATION

STUDIO "K" FOUNDATION

SZATYORBOLT

SZIMBIÓZIS FOUNDATION

SZURIKÁTA FOUNDATION FOR CHILDREN WITH DIABETES

WEKERLEI TÁRSASKÖR ASSOCIATION

WEKERLEI ZÖLDSÉGGKOMMANDÓ

WEKI WEKERLEI COMMUNITY OFFICE

WESLEY MÁV-TELEPI PRIMARY AND HIGH SCHOOL

WWF





# Mutual Learning

We designed our science shop, launched it, and now new questions and considerations have been raised. How can we work together well with and for the partners of the science shop? How can we ensure depth in the course projects? How can we provide relevant answers to the community partners' questions – i.e. useful responses that partners are ready and able to implement? How can the science shop become a collaborative engagement in reality: impactful co-creation that builds on the knowledge of the community partner, the student and the lecturer alike? We seek answers to these questions constantly being at the back of our minds by

- regularly asking for the opinion of our stakeholders: community partners, students and lecturers in various ways, and
- continuous developmental work.

The latter – via our workshops for mutual learning – is a special and inherent feature of Corvinus Science Shop. The events we organise are for promoting the meeting of the stakeholders, to let them learn about each other, become aware of the variety of characteristics, needs, values, etc. a science shop partnership may bring into the light. We create a “semi-structured” situation and field where either all three groups of partners work jointly, or one or two of the partner groups exchange their experiences. The philosophy and practice of mutual learning and co-creation of the science shop is thus not limited to course projects, theses, etc. Instead, we aim to introduce it into the very operation of the science shop: to create a space where we, stakeholders, can work collaboratively.

## Via our workshops...



**...NEW PARTNERS ARE INVOLVED AND ENGAGED**

THUS WORKSHOPS PROVIDE ACCESS TO THE SCIENCE SHOP



**...AREAS FOR FURTHER IMPROVEMENT ARE DETECTED**

INPUTS ARE PROVIDED FOR ENHANCING THE PROCESSES OF THE SCIENCE SHOP AND COURSE PROJECTS



**...NEW COLLABORATIONS ARE BORN**

PARTNERS DEVELOP THEIR OWN CO-OPERATION, SUGGEST COURSE PROJECT IDEAS TO EACH OTHER

## Types of CSS workshops

7x

**INVITING AND TUNING INTO**

**SHOWING** Corvinus lecturers how to link science shop and community partners to their courses, and demonstrating that questions of civil society organisations can be well embedded into the subjects of business education

5x

**FEEDBACK AND COMMON UNDERSTANDING**

**EXPLORING** the success factors and pitfalls, as well as, potential outcomes and challenges of collaboration with community partners, lecturers and students

6x

**INFORMING AND SHARING**

**PASSING** our experiences on to future science shops, especially in Hungary and the region of Central and Eastern Europe



The first public event of CSS was organised in the framework of the Hungarian Science Festival to promote open science. We have introduced ourselves **with a workshop already** on this occasion. We aimed for a vivid discussion of NGOs, non-profit organizations, social entrepreneurs, students and lecturers-researchers, thus engaging all key stakeholder groups. Topics addressed: What to expect from a university if you are a civil society organisation? How can education and the community partners' work be improved simultaneously through collaboration?

Stakeholders of our previous co-operation were sharing their insights in four parallel mini-presentations for inspiration: a student-community partner-lecturer triad introduced their story of collaborations:

- An alternative theatre group, the Symptoms-Lab, contributed to the international conference on Ecological Economics hosted at Corvinus, increasing the local embeddedness of the international scientific conference with the toolbox of art. Actor of the theatre and the organizers of the conference share their story of cooperation.
- Two projects, cases of community-based service-learning, from the Social Entrepreneurship and Social Economy MA course reported about their learnings and experiences:
  - the example of the Thousand-Year Chestnut Social Cooperative was presented by the students working on the project, the **Badur Foundation**, the mentoring cooperative, and by the lecturer of the course
  - the work at **Wekerle Transition Town** – 6 different projects within the same course and semester – was presented by a Wekerle organiser, a student and a lecturer of the course
- Participatory action research of the University of Szeged carried out with and for segregated local Roma communities was represented by an academic researcher of the university and a “resident researcher” from the Roma community

This workshop attracted **more than 70 participants** who left us with ideas for prospective course projects and new applications for partnership.

## Community Partners

How can we learn about the science shop experiences and opinion of our community partners **without putting an extra burden on their shoulders**? What **process of providing feedback would be engaging and interesting for community partners as well**? Community partners usually share their evaluation with the student group(s) working on the project right after the presentation of findings. Then, however, they focus more on the quality, appropriateness and anticipated utilisation of the findings themselves, less on the process of, resources provided to the course project, etc., and the least on the relationship with science shop.



## CIVIL MEET-UP

2018

We invited all our community partners to lunch with a workshop in the second academic year of our operation: both experienced community partners with (several) projects already finalised, and recent ones, who just joined course projects in that semester. Representatives of **23 organisations** arrived to **evaluate science shop cooperation** on the one hand and to **get to know each other** on the other. We were giving a special focus to the latter too, as we perceived a strong interest of community partners in engaging with each other all the way from the very beginning. Thus, they learned what other partners considered the most memorable moments, the most important elements or challenges of the projects and what was the most significant impact and change for their organisation. Besides providing cognitive (**head**) and emotional (**heart**) feedback, partners created a spider chart (**hand**), representing the entire process of a course project compared to an imagined ideal process. They looked at all phases of a course project: before the course – preparation; at the beginning of course – introduction; during the course – problem-solving phase; closure and feedback – presentation of findings; after the course – follow-up and impact measurement. All these, as well as, the suggestions provided in a questionnaire at the coffee time of the event, are important inputs for how to organise science shop processes and our developmental work.

## Students, Community Partners and Lecturers

We inquire about students' experiences with science shop projects in a **questionnaire** at the end of each semester. A number of students visit our regular **workshops at the Research Weeks** of the Business School. Students joined our **open introductory event** in the first year of our operation, where a large number of representatives of all three stakeholder groups participated to find out about our work for the first time.





## MUTUAL LEARNING



## Lecturers

The first impetus to organise workshops for the Business School stems from EnRRICH, the H2020 project that contributed significantly also to the foundation of CSS. There we had a series of workshops on Responsible Research and Innovation (RRI), some of them reaching out to the one-third of the full faculty. We have received positive reinforcement not only from our colleagues but also from the EnRRICH partners of experienced science shops, and that meant a lot to us. They appreciated the fact that we did not limit our efforts only to specific courses within the H2020 project, but opened up the process to the entire faculty. Through creative and interactive workshop methodologies we were able to reach not only a significant number of participants but generate meaningful change in several courses. Although these workshops primarily focused on RRI, they provided a sound foundation for community engaged research and learning and thus, for the future workshops of the science shop offered to lecturers.



## CSS - SCIENCE CAFÉ 2017

The debut of the Corvinus Science Shop at the faculty took place at a Science Café, an open event of Corvinus Business School, organised by and for colleagues. After introducing the concept of science shops, we discussed how lecturers can be motivated to participate actively in a course project, a thesis work or student research, how to support lecturers recognise and utilise all of the science shop benefits.

At the second Science Café, we analysed a completed course project using the Six Thinking Hats Method. The colleague involved in the project elaborated the facts of the case, possible causes for criticism and optimism, the feelings related to the project, and, based on the methodology, creative ideas and suggestions for changes in the process of course projects.



## BUSINESS EDUCATION WITH NON-BUSINESS PARTNERS

from 2017

In order to bring the science hop projects to large audiences of lecturers, we developed a workshop organised every January and May during the Research Week of the Business School. We aim to demonstrate that the questions and problems of NGOs, non-profits, civil society organisations and social enterprises can be well integrated into business administration related studies. We invite

- organisations whose representatives share their purpose, operation and the challenges faced
- colleagues from all fields and departments of the Business School who, through the above, their questions from their fields targeted to the organisations, and a common problem mapping, recognise that there are in fact meaningful linkages between their area of expertise and the challenges of the organizations.

At the six workshops held to date, the **Roots and Wings Foundation, HAT Foundation, Neurodiversitas, Salva Vita, the Studio "K" Theatre and Valyo (City and River Association)** have contributed with their stories and questions.

The workshops usually culminate in a concrete project in the subsequent semester for the invited organisations who at the time of invitation usually have no course project history.

Given the fundamental purpose of the workshop, however, the most significant outcome of these events is that colleagues from different academic areas, formerly unfamiliar with science shops, recognise the opportunity and turn to CSS for projects.

## EVALUATION WORKSHOPS AND INTERVIEWS

from 2018

We provide a platform

- for evaluation meetings where the course project processes are discussed among lecturers. This workshop – both in purpose and methodology – is a parallel event of the Civil Meet-up [See earlier].
- at an unusual venue, the Studio "K" Theatre stage, and unusual format: lecturers stepped into the shoes of other stakeholders – students, community partners – and through a role-play exercise, show the possible roles the various stakeholders can play in a successful or unsatisfactory course project. One of the uniqueness of the occasion is that it was not the CSS Team, but Studio "K" that created the content. Not only did we leave the university and enter our partner's venue, but we sought to answer CSS's question with contribution and facilitation of the community partner. The concept of the science shop suddenly was given another meaning by directly building on the expertise of the community partner, thus equality and reciprocity were underpinned when our community partner took charge.
- via interviews: 18 professors involved in the course projects in the given semester, were asked to share their experiences and suggestions in semi-structured interviews.





## Future Science Shops

Other **universities are welcome** to attend our Research Week workshops. So far, we have hosted colleagues from the following higher education institutions in Hungary: Budapest Business School, Central European University (CEU), University of Debrecen and University of Szeged. The CSS Team also visits and jointly organise events with universities [See Our Activities and CSS Publications]. Here the **training sessions and workshops organised for and with international partners** are discussed.



### ADAM MICKIEWICZ UNIVERSITY, POZNAŃ, POLAND

2017

Our operational practices and stakeholders were introduced to Polish colleagues who, with the aim of starting their own science shop, requested a two-day training from CSS. Their team – **Vice-Dean for Education, a Programme Director, lecturers and the future science shop coordinator** – first met our community partners: representatives of **Anthropolis Foundation, Ferencváros Community Foundation, HAT Foundation and Placc**. They were hosted for the discussion on CSS and its activities by the **Studio “K” Theatre**. Other stakeholders spoke of their experiences at the university in **group interviews and workshops** involving colleagues. The Dean and the Vice-Dean of Education of the Business School, thesis supervisors and students shared the reasons for their commitment to the science shop activities: they talked about what CSS offers them relevant specifically to their status and positions – from having an **innovative new unit at the school to be proud of, via professional development** offered to colleagues, through the **sense of learning and generating change in the society**, among others. In a workshop open to all colleagues of the Business School, we analysed a completed course project together. During the training, we also discussed the possible place of a science shop within the organisational structure of a higher education institution, communication needs and project organisation details relevant to various stakeholders.



### LIVING KNOWLEDGE NETWORK

2018

At the conference of the international network of science shops – 8th Living Knowledge Conference – a workshop was offered, titled as **"Science Shops in Central and Eastern Europe: Common Features and Shared Characteristics?"**. The goal was to discuss why science shops in our region share a common understanding and can finish each other's sentences so easily, as well as, how this common background and knowledge can help develop local science shops. We also talked about opportunities for representation and showcasing CEE science shop initiatives towards other regions, such as Western Europe. The workshop was **organised jointly with Polish and Romanian science shops** and attracted **21 participants from 14 countries, both within and outside the CEE**.

### PRME CEE CHAPTER

2019

PRME works on the **Principles for Responsible Management Education** under the auspices of the United Nations. It is a worldwide organisation with local Chapter in Central and Eastern Europe. The annual meeting of the PRME CEE Chapter was organised by Corvinus, **19 colleagues, from 11 business schools, from 9 countries** devoted a whole day to learn about CSS. We have offered a programme, where keeping CSS's concept and operational experience in minds, they reviewed their own development opportunities both in university settings and on the field. For the latter, we visited some of our partners in District 9. of Budapest, the direct neighbourhood of Corvinus Business School. The representatives of the **Ferencváros Community Foundation, Studio “K” Theatre and Szatyorbolt** spoke about our joint work, while **GivingYoga** also invited participants for a little exercise.



### FACULTY OF ECONOMICS, UNIVERSITY OF MONTENEGRO

2018-  
2019

In fall 2018, we introduced ourselves with a **course project at the Podgorica Science Festival**. At the invitation of Branka Žižić, a representative of the government of Montenegro, we organised a pilot course project with Mirjana Kuljak, an associate professor at the Faculty of Economics of the University of Montenegro. Instead of giving a lecture, we presented the operation of a science shop through an actual task. A team of marketing and finance **students looked into the financial viability of the newly established Mediterranean Garden, a civil project**.

The science shop model has awakened the interest of the faculty's management, who have recognised it



as a great tool for collaboration with the local community and as a vehicle for project-based teaching methodology. A cooperation agreement of Corvinus Business School and the Faculty of Economics were signed, when a three-person delegation of Montenegro – Dean Nikola Milović, Deputy Dean Mijat Jovović and Mirjana Kuljak – visited our school. In the presence of Aleksandar Moštrokol, the ambassador of Montenegro to Hungary the Deans – Zita Zoltay Paprika from Corvinus Business School – signed the agreement. During the workshop following the ceremony, we discussed **how to design a science shop in Montenegro based on the local faculty motivations and opportunities**.





# Internationally

1

Q1 PUBLICATION

1

INTERNATIONAL  
CONFERENCE (LK8)

2

EU PROJECTS

4

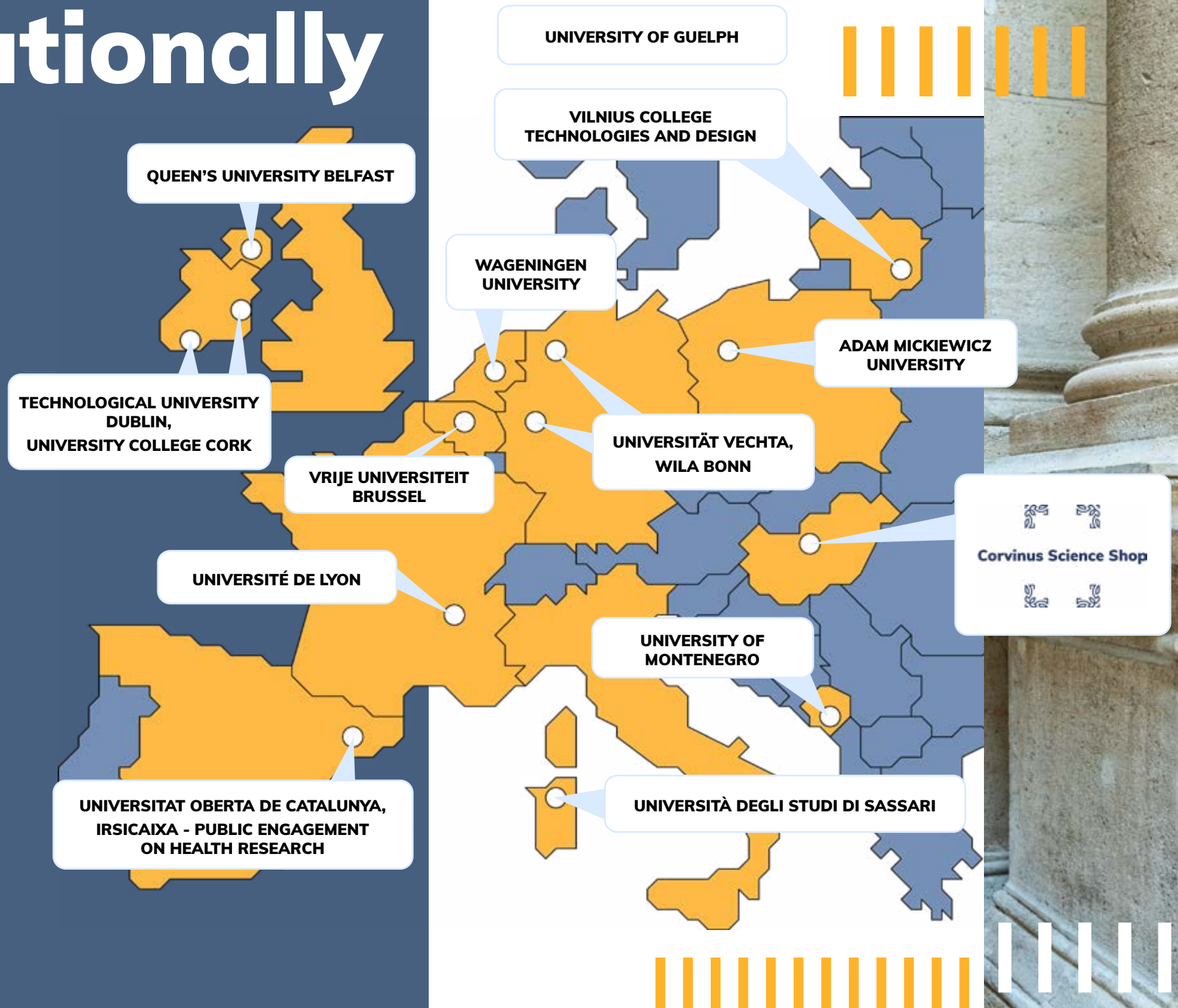
WORKSHOPS FOR  
INTERNATIONAL  
PARTNERS

6

PRESENTATIONS  
AT INTERNATIONAL  
CONFERENCES

15

INTERNATIONAL  
SCIENCE SHOP  
PARTNERS





## INTERNATIONALLY

# LK8

### 8TH LIVING KNOWLEDGE CONFERENCE AND SUMMER SCHOOL

It was a great honour and, at the same time, an exciting challenge to host Living Knowledge Network's biannual international conference at Corvinus in the very first year of our science shop. The LK conferences are also based on the philosophy of science shops, consequently, not only academic researchers but also community partners and students are involved. Due to this, we set out to organise an event with several platforms to ensure meaningful interaction, collaborative work and an exchange of experiences for the stakeholders involved. As a result:

- instead of plenary lectures of the three-day conference, academic colleagues and community partners introduced their joint work together, demonstrating the equality of the parties in all dimensions of participatory action research, including dissemination of their results, showing their efforts for and dedication to tangible social impact
- we organised dilemma sessions to deal with the questions of the community partners, with the aim to take advantage of the conference participants' diverse knowledge and experiences to provide, if possible, on the spot answers. In a prior Call for Questions to be discussed, the following organizations contributed queries: **Alaska Center for Climate Assessment and Policy (ACCAP), USA, The Doorway, Canada, From Streets to Homes Association and City and River Association (Valyo), Budapest, Hungary**



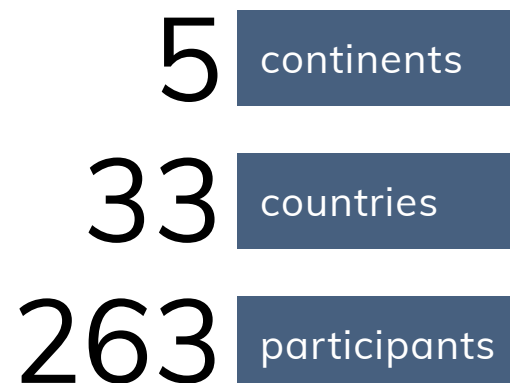
We are proud that this innovation has since been incorporated into the methodology of the LK conferences: It will also be implemented, at the 2020 Jubilee LK Conference, celebrating the 20th anniversary of the science shop network.

Our other goal was to make the LK conference accessible to Central and Eastern Europe through Corvinus, and to make it available and attractive to as many local stakeholders as possible. In order to achieve this, we contributed to the costs of participation (via a Call for Cost Coverage) and organised a programme dedicated to the region.

We are also proud of the size of the conference:

- the sheer number of participants was significant – in fact, we broke the number of the previous LK conference,
- the number of Hungarian and international community partners participating at the conference was higher than usual, and
- in the case of summer school students, the number of attendees was multiplied.

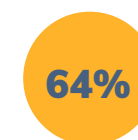
### PARTICIPANTS



### CONFERENCE ORGANISATION

2	CSS partners: ESSRG (Environmental Social Science Research Group), Community-based Research for Sustainability Association (CRS) International partners: Living Knowledge Network, InSPIRES Project
14	organisers from Corvinus, volunteers of the Local Organising Committee
15	members in the International Steering Committee
30	reviewers in the international review committee
10	innovations regarding: <ul style="list-style-type: none"><li>• conference and social programmes</li><li>• greening of the LK conferences</li><li>• the aim and structure of the summer school</li></ul>

### ACADEMICS



### STUDENT



### COMMUNITY PARTNER

### PARTICIPANTS FROM CORVINUS BUSINESS SCHOOL

- 14 colleagues presented at and organised 3 academic & 4 civil sessions, 4 colleagues reviewed submitted abstracts
- 4 colleagues participated in the summer university as lecturers, mentors and tour guides, 8 PhD students attended as participants





## INTERNATIONALLY



2015-2018

### ENRRICH ENHANCING RESPONSIBLE RESEARCH AND INNOVATION THROUGH CURRICULA IN HIGHER EDUCATION

In this EU-funded Horizon 2020 project, long-existing science shops and fledgeling ones collaborated in transforming teaching practices and courses to embed the philosophy and methodology of Responsible Research and Education (RRI)

- to fit the research needs of community partners
- and to support lecturers, researchers and students in this process

Members of the EnRRICH project came from very different stages of their work. Their experiences ranged from science shops in the making to ones with 30 years' experience. This diversity and the resulting learning opportunities were organised and utilised by the project through mentoring relationships and on online Community of Practice platforms. In the frame of this project, many of the future CSS Team members had the opportunity to travel to the 7th Living Knowledge Conference in Dublin and participate at its summer school on how to establish science shops.



2019-2022

### CIRCLET CURRICULUM INNOVATION THROUGH RESEARCH WITH COMMUNITIES: LEARNING CIRCLES OF EDUCATORS AND TECHNOLOGY

Community engaged research and learning (CERL) are promoted in the Erasmus+ projects by two essential elements:

- integration of online technologies
- learning circles of lecturers locally and internationally, where peer learning as well as learning from experts and stakeholders are aimed for.

We started the project in the 2019-2020 academic year. The need assessment and grant application process took place in the 2018-2019 academic year though.



### CSS IN THE EUROPEAN PARLIAMENT

2018

We introduced CSS to Members of the European Parliament, EU project designers and associations of higher education institutions as one of the inspirational examples of the transformation of higher education in keeping with the guidelines of Sustainable Development Goals (SDGs) and Responsible Research and Innovation (RRI).

During the **dialogue hosted by the EU Parliament and organised by EnRRICH on Policy and Practice towards Transforming Higher Education through RRI and Sustainable Development Goals** we were part of the discussion of: Why should higher education in Europe be transformed? What can be done to encourage a serious embedding of RRI in higher education curricula?



### INTERNATIONAL COURSE PROJECTS

It is particularly interesting to work on a local community partners' challenge with a multilingual student group. In the CEMS Business Project, groups of Hungarian and international Master degree students work on complex problems for 15 credits. The question and challenge of the local social entrepreneurs, often with an international nature – i.e. how to upscale activities to the international market – often arrive at us through an international organisation, Ashoka. A business consultant, McKinsey, is also an active part of the course projects: it contributes with its methodology and dedicated efforts via consultants who provide professional guidance for students on a weekly basis.





# Awards

## Our Students

With two years of operation and numerous course projects behind us, we have established the Corvinus Science Shop Award, which rewards the efforts of students, lecturers and community partners in –science - society collaborations.

For the first time, the Student Awards were awarded retrospectively for the academic years 2017/2018 and 2018/2019. Students from twelve teams were selected out of the 76 course projects and over 700 students, based on the nominations of their lecturers.



# 1

Noémi **Barczikai**  
Gréta **Gál**  
Zsolt **Lovas**  
Sára Borbála **Girhiny**  
Zita Katalin **Kovács**

Lecturers: Kasza-Kelemen Kata, Török Anna

“ We learnt to work perfectly together, discovered each other’s strengths and weaknesses, and were able to divide the tasks accordingly.

### AIM OF THE PROJECT

Analyse the international market entry options of the Foundation’s products.



Lecturer: Matolay Réka

“ Besides the school itself, we worked together with a leading consulting firm, a prominent organisational developer in the nonprofit sector and the Corvinus Science Shop. This allowed us to look at the problem from diverse perspectives to find the best solution.

### AIM OF THE PROJECT

Create a complex business plan for a vegan food delivery restaurant for the János Wesley Primary School, which provides hands-on learning opportunity for the disadvantaged students or their parents.



# 2

Csilla **Baksai**  
Lia **Lotte**  
Viktória **Terék**  
Kamilla **Rácz**



# Congratulations!

Wesley  
János





## AWARDS

# 3

Dominika **Nyíri**  
Daniella **Sajó**  
Tamás **Balog**  
Karolina **Györffy**



Lecturer: Melinda Jászberényi

“ At the beginning of the project, we were all sceptical about the situation and thought the idea was unreal. Analysing the research and reading the literature, we found that there is a solution that satisfies every stakeholder. The structured work on the case and the continuous positive impulses were very motivational.

### AIM OF THE PROJECT

Surveying arguments for and against the ban of car traffic on the lower quays of Budapest.



# 5

Dorottya **Horváth**  
Noémi **Szebenszki**  
Zsóka **Turi**  
Lili Boglárka **Huszár**  
Ágnes **Kaszás**



Lecturers:  
Kata Kasza-Kelemen, Anna Török

“ We could put ourselves in the position of a foundation, whose values and objectives we identified with, and this prompted us to work hard.

### AIM OF THE PROJECT

Analyse the international market entry options of the Foundation's products.



Neurodiversitas Foundation

### AIM OF THE PROJECT

Develop CSR strategy to find placement for neurodivergent people as potential trainees and employees.

Lecturer: Gábor Harangozó

“ Our critical approach towards the world has evolved most of all. At the beginning of the project we viewed potential partner companies positively, or better said, naively. Through our interviews with corporate leaders, we realized the huge gap between our expected and the true attitude of companies to neurodivergent people.

# 4

Renáta **Andel**  
Boglárka **Balázs**  
Dorina **Dobos**  
Martin **Gurzó**  
Nikolett **Polonkai**



### AIM OF THE PROJECT

Develop the marketing communication of a family-friendly hiking trail and related services run by disadvantaged young people.



Lecturer: Zsófia Kenesei

“ This project was one of our favourite in the Marketing master's program, because we were able to work on a real case where the foundation was building on our expertise. It motivated us to do high quality work.

# 6

Kata **Széll**  
Mariann **Takács**  
Alex **Horkai**  
Sarolta **Henter**  
Dóra **Laposa**

## AWARDS

7

Eszter **Bodor**  
Boglárka **Dőry**  
Anna **Csibor**  
Boglárka **Tóbi**  
Ágnes **Klapcsik**

**Lecturers:**  
Julianna Kiss, Orsolya Lazányi,  
Réka Matolay

“ Collaboration brought us closer to the social problem but above all, it drove us to try to find and provide a solution for it.

### AIM OF THE PROJECT

Investigate the impact of the Szatyorbolt on its customers and program participants through qualitative, interview research.



9

Bettina **Bífkovics**  
Eszter **Gyurkó**  
Bettina **Mayer**  
Róbert **Puskás**  
Boglárka **Tóbi**  
Boglárka **Zseni**  
Anna **Zászkaliczky**

**Lecturers:**  
Zita Komár, Julianna Faludi,  
Éva Markos-Kujbus

“ The course provided a good opportunity to take advantage of the diverse professional backgrounds of the two cooperating universities, Corvinus and MOME. The fact that it was a “real-life” project has significantly contributed to the team’s commitment to the task.



### AIM OF THE PROJECT

Review and develop the brand communication of Paper Theatre through a one-week campaign, introducing the genre as widely as possible.



**Lecturers:**  
Attila Simay, Ákos Varga

“ The subject of the campaign was new, as we have not encountered a communication case during our studies so far where the content may be very sensitive from the target group’s perspective.

### AIM OF THE PROJECT

Suggestions to improve the communication of a social enterprise that runs a sensitizing education programme and operates a guest house.

8

Barbara **Bakony**  
Diána **Barta**  
Réka **Csertő**  
Bettina **Egyed**  
Barbara **Nagy**

**Lecturers:** Zita Komár,  
Julianna Faludi,  
Éva Markos-Kujbus

“ We loved professional independence, the trust in us and the creative task - were able to personally present our ideas to the colleagues of Csimota, and we saw that we provided useful input which they implement in the future.



### AIM OF THE PROJECT

Review and develop the brand communication of Paper Theatre through a one-week campaign, introducing the genre as widely as possible.

10

Katalin **Ludvig**  
Zsófia **Romvári**  
Dorottya **Vincze**  
Vivien **Francois**  
Dorottya **Esztergálos**  
Dóra **Madarász**



## AWARDS

# 11

Zsuzsa **Petróczi**  
Anett **Rácz**  
Zita **Márkus**  
Daniella **Sajó**  
Szilvia **Jankura**



Lecturer: Kornélia Kiss

*“ We really enjoyed being able to work on a “real” problem and get an insight into how an organization works. We experienced the cooperation between a civil society organisation and the local community.*

### AIM OF THE PROJECT

On the occasion of the 110th anniversary of the Wekerle, the Association asked for help to promote the "Wekerle Walks": How to make this special area one of the sights of Budapest, even for foreign tourists?



Lecturer: Katalin Ásványi

*“ A large company and a non-profit organization came together in the frame of this project, which were very different in their operation. We had to find common benefits and real opportunities at the intersection of two completely separate worlds. It was a big challenge and it put us out of the box.*

### AIM OF THE PROJECT

Develop a plan for CSR tools and communications that fit the organization's profile.

# 12

Dorottya **Jenei**  
Tamás **Mészáros**  
Bence **Péntek**  
Márta **Polányi**  
Richárd **Szeberin**  
Petra **Wolf**



### COMMUNITY PARTNER AWARD

## Ferencváros Community Foundation

Eight years ago, well before the foundation of CSS, we had our first collaboration with the Ferencváros Community Foundation (FCF). For us, they are always a point of reference in planning new activities: what would they think about it, would they be interested, would it be useful for them? FCF is not only a driving force of positive change in Ferencváros, the district where the university is located, they also embody what civil society means for us: the notion of responsible, active citizens working and collaborating locally for greater societal good.

With the first Community Partner Prize we would like to thank them for the tremendous value they have shared with us over the years and their continued efforts that they put in our joint ventures.

### LECTURER AWARD

## Pataki György

For more than a decade, through the Social Business and Social Economy course, he has inspired and engaged students in service-learning projects, tirelessly seeking solutions for real-life challenges of disadvantaged communities. His teaching and research work stand as an example for the practices of an open and responsible university, and served as a reference for the Corvinus Sciences Shop from the very start. As a founding member, Prof. Pataki designed with us, inspired us, contributed with critical comments and did not let us wander away from the science shop's core mission. With his help we were also able to join the international science shop community.





# Publications

CSS Team members serve various roles. They are founders of Corvinus Science Shop thus they have been actively shaping this organisation from early on. They are organisers and facilitators of the workshops of CSS for mutual learning – and their collegial experiences as lecturers and researchers of Corvinus are organically integrated to these roles. As researchers they have been exploring internal processes and dynamics of CSS, the interrelations and collaborations of various partners and stakeholders to provide feedback as well as improve science shop processes, contents and relationships. These findings are shared not only with the lecturers, students and community partners of CSS but also academic audiences: via papers, conference presentations and publication in Hungary and abroad. Please find our local and international conferences and workshops we jointly organised with academic partners in this chapter.

Andrea Toarniczky, Réka Matolay, Judit Gáspár:

## Responsive Higher Education through Transformational Practices – The Case of a Hungarian Business School

Futures, 111: 181-193, 2019

Matolay Réka, Judit Gáspár, Toarniczky Andrea (editors):

## Budapest Management Review, Special Issue on Responsible Research and Innovation, RRI

A special issue in English on the development of local teaching practices in the journal Budapest Management Review. The special issue, appearing in 2020 in English, gives an overview of courses, analysed and improved based on CSS Team workshops on responsible research and innovation (RRI), and on the work in our Living Knowledge section.

Colleagues explored different aspects of their educational practices, such as student involvement, participants' ownership for the process, outcomes and for each other, by researching their own teaching routines, broadening their research portfolios and experimenting with participatory research methodologies.

CSS Team members are initiators and editors as well as organizers and supporters of the publishing process. With help of this special issue we also aim to facilitate partnership, supportive and enriching dialogue among teacher and researchers of the faculty.



Futures 111 (2019) 181–193



Contents lists available at ScienceDirect

Futures

journal homepage: [www.elsevier.com/locate/futures](http://www.elsevier.com/locate/futures)

## Responsive higher education through transformational practices – The case of a Hungarian business school

Andrea Toarniczky<sup>a,\*</sup>, Réka Matolay<sup>b</sup>, Judit Gáspár<sup>b</sup>

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<sup>b</sup>Corvinus University of Budapest, Institute of Business Economics, Department of Decision Sciences, Hungary

### ARTICLE INFO

**Keywords:**  
Transformational learning  
Responsible research and innovation (RRI)  
Higher education  
Teaching and learning practices  
Stakeholder engagement  
Science shop

### ABSTRACT

This collective case study reports on transformational learning processes in a business school in Hungary. It reflects on the discerning dilemmas/assumptions/relationships among students, faculty and the institution. The three steps of how transformational learning in higher education might be supported at the levels of the individual educator, the community of educators, and the article is one of the outcomes of a business faculty development. Responsible Research and Innovation. The case presents practical limitations of transformational learning, and through the understanding of it new insights into the nature of the process itself.



## Hungarian Conferences and Workshops

### HOW TO TEACH SOCIAL SCIENCES? THEORY BEHIND PRACTICE

2017

Practices moving away from the mainstream models of higher education in social sciences were analysed in the workshop jointly organized by the Center for International Higher Education Studies and the Institute for Sociology and Social Policy at Corvinus University. We explored the pedagogical theories these practices – including that of the science shop – are rooted in, via questions about the "genuine", "substantial" learning and an "ideal" learning process.

### DIALOGUE ON THE SOCIAL RESPONSIBILITY OF UNIVERSITIES, UNIVERSITY OF SZEGED

2017

CSS was the partner of the conference organised in the framework of the Hungarian Science Festival. Two of its three plenary lectures were given by the founders of CSS, as well as, a presentation was provided in a workshop session introducing the following topics:

- György Pataki: Research for Creating Social Value: Who is a Researcher? What is Research? What is Science for?
- Gabriella Kiss: University as a "shop"? Science Shop at Corvinus University of Budapest
- Judit Gáspár, Réka Matolay, Andrea Toarniczky: Dialogue between Students and Lecturers





# International Conferences

We have disseminated the results of our research analysing CSS activities at:

- Living Knowledge conferences, the bi-annual meetings of the international network of science shops,
- two of Europe's most prestigious academic conferences on management science, the conferences of International Critical Management Studies (CMS) and the European Group for Organizational Studies (EGOS); and
- the higher education tracks of the Words Congress of the International Sociological Association (ISA),
- the International Conference on Science, Technology and Society (STS).

## INTERNATIONAL CRITICAL MANAGEMENT STUDIES CONFERENCE, LIVERPOOL, GREAT BRITAIN

2017

Andrea Toarniczky, Réka Matolay, Judit Gáspár:

Microcommunities – Alternative Spaces for Co-creation, Collaboration and Survival in Academia

## LIVING KNOWLEDGE CONFERENCE SUMMER SCHOOL, BUDAPEST

2018

Judit Gáspár and Andrea Toarniczky not only played an important role in developing the framework of the summer school, but was part of the international mentoring team for participants. Further contribution of CSS:

- György Pataki: Participatory Action Research (PAR) – lecture
- Réka Matolay: Corvinus Science Shop on the Field: Visiting the Wekerle Transition Town Community

## EGOS CONFERENCE - EUROPEAN GROUP FOR ORGANISATIONAL STUDIES, TALLINN, ESTONIA

2018

Andrea Toarniczky, Réka Matolay, Judit Gáspár: Micro-communities – Unexpected Identity Workspaces in Academia – Beyond Resistance and Compliance

## LIVING KNOWLEDGE CONFERENCE, BUDAPEST

2018

In addition to our role as conference and summer school organisers, we have also been a part of the content as participants.

Réka Matolay, Judit Gáspár, Andrea Toarniczky: Responsible Research and Innovation (RRI) in Higher Education Practice: RRI as a Tool for Research, Reflection and Curricula Innovation

Here RRI was assigned a double role. Our colleagues presented their RRI-based research to investigate the development of their educational practice along RRI. That is, both the research process and the subject matter were RRI focused.

### Presentations of the session:

- Kata Beck-Bíró, Nóra Fazekas: Possible Learning and Development Barriers of Students in an MA Course
- Levente Dudás: Assessing a Course's Impact on



the Students Views – A Reflection Exercise

- Miklós Kozma: Widening Horizons through RRI in International Business Education
- Ágnes Neulinger: The Case of the Theory of Consumption and Consumer Behaviour Course
- Ágnes Roboz: RRI on the Attitude and/or Behavior Changes of Students through a Higher Educational Course
- Roland Szilas: Attractive and Meaningful Student Involvement for NGO/Social Business Projects
- Réka Matolay, András Martoni, Joanna Morawska Jancelewicz, Anna Schmidt Fiedler, Rodica Stancu: Science Shops in Central and Eastern Europe: Common Features and Shared Characteristics?
- András Martoni, Réka Matolay: Dilemma Sessions

### Furthermore...

- as the Chair of the conference, Réka Matolay facilitated the opening and closing plenary sessions
- all CSS Team members and founders undertook the moderation of several conference session.

## ISA WORLD CONGRESS OF SOCIOLOGY, TORONTO, CANADA

2018

Réka Matolay, Judit Gáspár, Andrea Toarniczky:

Responsible Higher Education, Practicing Transformative Learning and Teaching



## INTERNATIONAL CRITICAL MANAGEMENT STUDIES, MILTON KEYNES, GREAT BRITAIN

2019

Réka Matolay, Andrea Toarniczky, Judit Gáspár:

Addressing Destructive Academic Strategies: Caring responsibility in a Hungarian Science Shop

## ANNUAL SCIENCE-TECHNOLOGY-SOCIETY CONFERENCE, GRAZ, AUSTRIA

2019

Réka Matolay, Judit Gáspár, Andrea Toarniczky:

Science Shop as a Surprise: The Institutionalisation of an RRI Project

### MEDIA APPEARANCES

- Corvinus Kiosk articles (3)
- Közgazdász (The Economist, Corvinus University's student paper) article
- Montenegro television interview
- Living Knowledge newsletters (3)
- CBS Research Newsletter
- Altogether 9 interviews in: Klub Radio, Civil Radio, Inforadio, Kossuth Radio



# Corvinus Science Shop Corvinus University of Budapest

  
Corvinus University of Budapest  
Corvinus Business School



HU - [SCIENCE.SHOP.UNI-CORVINUS.HU](https://www.science.shop.uni-corvinus.hu)

EN - [CSS.UNI-CORVINUS.HU](https://www.css.uni-corvinus.hu)



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**2019.**







2017-2018  
2018-2019