

Tuesday late afternoon session Track A, Tuesday, Sep 23 2025, 16:00-17:45

Location: Main Hall

Session: **Training and Education**

Chair: Aleš Novak

OR-23

Definition of Assessment Criteria for Research Integrity Trainings and Materials: Experience from the NERQ Peer-Coaching Group

María Paula Paragis¹, Juliana Thomazini², Giulia Inguaggiato³, Vinodh Ilangovan⁴, Bert Seghers⁵

¹Pompeu Fabra University, Spain

²Tilburg University, Netherlands

³Amsterdam University Medical Center, Netherlands

⁴Liebniz University, Germany

⁵Flemish Commission for Research Integrity, Belgium

Responsible Conduct of Research (RCR) and Research integrity (RI) training varies greatly in interaction format, duration, learning goals, target group, curricular embedding, and resource use. In addition, trainers may have diverse disciplinary backgrounds and experience. Given this diversity, there is a need for tools to help trainers in the design of learning materials and lesson plans and to improve these trainings. To the best of our knowledge, two tools have been developed to assess RCR education, based on existing literature in regard with factors involved in the effectiveness of such training [1, 2].

Building on this work, as a special interest group of volunteers within the Network for Education and Research Quality (NERQ), we developed a rubric criteria tool that can be used for assessment or feedback of RCR/RI training (materials). We followed the categorization proposed by Krom & van den Hoven [2] and focused on how to assess (and ultimately improve) two aspects of an educational activity: the input, which refers to everything that feeds into the educational process (participants, learning aims and content, but also broader conditions like organizational support); and the process, in terms of characteristics of actual educational activities (e.g., the delivery format and specific teaching methods).

This talk will present the developed assessment criteria tool.

The NERQ special interest group on peer coaching in RI training was established following the identification of a need for safe spaces where RCR/RI trainers can share their insights and experiences, so as to provide feedback in a dialogical -and structured- way. We want to build a community of practice, with a bottom-up approach, in which trainers share experiences and learn from each other.

We aim to use the assessment tool in two activities of our NERQ group:

as a guidance tool in shaping a “desk coaching” community, where trainers can share their materials and get feedback from peers;

in on-site try-outs in which trainers can present a simulation of a training session and get immediate feedback from colleagues (the first one held in Ljubljana on September 22, 2025).

Ultimately, the aim of the NERQ peer coaching group is to foster the improvement of educational practices and promote a collaborative culture among RCR/RI trainers.

Acknowledgements: The authors thank the other members of the NERQ Peer Coaching group, for their feedback on an early draft of the tool, notably Michael Gommel, Susan Berentsen, Mariëtte van den Hoven, Victoria Kompanets and Agnieszka Dwojak-Matras.

[1] Mulhearn, T. J., L. L. Watts, E. M. Todd, K. E. Medeiros, S. Connelly, and M. D. Mumford. “Validation and Use of a Predictive Modeling Tool: Employing Scientific Findings to Improve Responsible Conduct of Research Education.” *Accountability in Research* 24(4): 195–210. doi: 10.1080/08989621.2016.1274886. (2017)

[2] Krom, A. & van den Hoven, M. A Quality Checklist for Responsible Conduct of Research (RCR) Education: A proposal to complement the Predictive Modeling Tool, *Accountability in Research*, 29(1): 26-44, DOI: 10.1080/08989621.2021.1887736. (2022)