Report to AHRC: Creative Economy Early Career Research Camp

4th & 5th May 2017, in the context of CREATe's Capacity Building Programme

Purpose and aims

The Early Career Research Camp was the capstone event in the PhD and early career capacity building activities of the first phase of the RCUK-funded CREATe Centre anchored at the University of Glasgow. The two-day intensive workshop provided the opportunity to engage with emerging scholars from around the UK working on the 'creative economy' theme. The purpose of this event was twofold: to develop interdisciplinary research skills of young scholars and to map out future capacity-building and research needs for study of the UK creative economy.

This event arose from CREATe's ambition to aid development of a new generation of researchers with skills to address questions relating to the future of creative production. Over the five years of its initial funded phase, CREATe has innovated and refined new formats for PhD and early career (ECR) capacity building, and this event represents application of learnings from the previous PhD and ECR training activity. For example, CREATe has previously organised focused capacity-building events on themes of integrating technology into research, socio-legal research methods and primary research with creators. In the period from January 2016 – May 2017, CREATe hosted 13 PhD training events, engaging a total of 598 participants. For an overview of CREATe's capacity building programme by CREATe Director Martin Kretschmer, see Appendix 3). For a list of all CREATe PhD and ECR training resources, see http://www.create.ac.uk/courses/phd/.

A second objective of this event was intelligence-gathering to inform future research on the creative economy. As with previous capacity-building activities, we surveyed participants to gather feedback on the effectiveness of the training approach, as well as to track changes in practice and research plans (see results of post-event survey in Appendix 1). The Early Career Research Camp was structured to promote collaboration with promising emerging scholars and to identify future research priorities and gaps in understanding and help direct priorities in a rapidly evolving field.

Summary of event activities

The Early Career Research Camp took place over the two days of 4th & 5th May and followed a pitch competition format (explained in further detail below). The event was interspersed with panel sessions comprised of senior scholars drawn from CREATe-affiliated projects. Panels covered topics such as conducting interdisciplinary research, networking with creative industry practitioners, communicating with policy makers and combining research

methods appropriately. Participants were instructed to form teams of between 2-5 people from among the other delegates and develop an original research activity to be pitched to a panel of judges on Day 2. The winning pitch was awarded £1000, split between team members in support of the proposed future activity. The event attracted 35 early-career researchers and 15 senior researchers from UK institutions (full list of speakers in Appendix 2). Approximately 50% of participants had worked on a CREATe-affiliated research project previously, while the others were drawn from non-affiliated institutions. A summary of the main disciplines of participants is provided in the Appendix.

Reflections on the 'pitch competition' format

Pitch competitions are short, intensive events in which teams form and compete to solve challenges set by the organisers. They offer the possibility to explore innovative solutions creatively in a relatively short time-frame and with limited resources. They have been widely used in the technology, design and business worlds to generate new ideas and rapidly develop prototypes. CREATe successfully employed this format previously to engage with external communities, for example via the copyright hackathon (http://create.ac.uk/hacks/). While academic research shares many commonalities with design, entrepreneurship and technology communities, the format has not been widely used in the academic setting. The Early Career Research Camp offered the opportunity to try out this pressurised, competitive event with academic participants. The experiment yielded positive overall results, detailed in the feedback from participants below.

Outcomes: overall feedback

Of those participants that completed the post-event survey, 82% reported that they 'intended to make a change to their research, teaching or practice as a result of information gained during the event'. The two main areas where participants reported a likelihood to implement change were in 1) incorporation of newly acquired research methods or approaches into future projects and 2) propensity to seek out interdisciplinary collaborations in future and/or manage those more effectively. A selection of written feedback from participants indicate these two main impacts of the event:

> "Due to the information accumulated during the workshop (both through the discussions with the participants and the perspectives offered by the speakers), I have now a more in-depth understanding of interdisciplinary work (for example, the experience on challenges and opportunities of experts who surmounted similar questions is guiding). Also, it confirmed the pivotal role of qualitative evidence in support of the research (alongside the quantitative one), and it reinforced the importance of the practical side of academic research."

> "I will be more mindful of avoiding mistakes that might typically appear in interdisciplinary research. I will be better and more thorough in choosing my partners for interdisciplinary research. I will feel more confident in initiating or contributing to an interdisciplinary cooperation."

"I would like to thank you and the CREATe team for organizing the inspiring two-day workshop in Glasgow. It was very helpful and motivating to meet fellow researchers that I wouldn't have had the chance to meet otherwise as more or less we came from different academic disciplines. It was also very challenging to get out of my comfort zone and question my ideas."

The themes of being placed outside of one's comfort zone, meeting potential collaborators and encountering new methodological approaches were repeated in the remaining feedback.

The winning pitch was on the topic of 'Intellectual Property Implications of Do-It-Yourself Repair Videos on YouTube', by a team comprised of Isabelle Risner (University of Westminster) Fabio Rocha (University of Edinburgh), Natalia Lukaszewicz (Fraunhofer Institute), Elena Dan (University of Strasbourg) and Emile Douilhet (Bournemouth University). Runner-up projects explored the implications of the extension of copyright protection for industrially exploited artistic works for film and the potential for IP disputes arising from academic researchers' use of Twitter and other platforms in education. The panel of judges were particularly impressed by the winning team's imaginative, interdisciplinary approach to an everyday practice, as well as the feasibility and academic currency of the proposed research.

Winning team 'The Black Letter Bandits' pitch their idea before the judging panel and other participants.

Feedback issue 1: Forming teams

Survey Feedback from event participants revealed that some early career researchers felt anxiety about locating and joining a team. The two-day length of the event permitted only brief opportunities to mingle with other participants, many of whom were meeting for the first time. On Day 1, the organisers facilitated a 'research speed dating' activity to allow

individuals to meet and discuss research interests for 3 minutes. This was generally successful although time constraints meant that participants did not get the opportunity to meet every other person in the room. Feedback indicated that participants would have liked more detailed biographical information about each other to be circulated prior to the event.

The format that we followed was to allow teams to form organically on the first day. Generally, pitch competition organisers pursue one of two different strategies. Teams can either come pre-formed, for example from a pool of seasoned hackathon competitors, or they can form at the beginning of the organised event from those curious attendees who show up.

One reason to insist that teams not be fixed beforehand is that it promotes communication and cross-disciplinary collaboration between people with different backgrounds. This may in turn help generate more innovative and unexpected ideas, although more time will be required for facilitating team formation.

One disadvantage of avoiding pre-formed teams, as revealed in the feedback for this event is that some participants may experience anxiety about finding a team. Participants who do not successfully find a team may be discouraged from continuing with the event and may drift away before pitch competitions begin. At the Early Career Research Camp, 31 of the 35 competitors went on to pitch before the jury on Day 2.

One solution we found to promote rapid team formation was to encourage local PhD student helpers to mingle with participants, discuss ideas and bring together individuals sharing similar interests to form a team. By stipulating in the event rules that organisers may actively change the configuration of teams, this allows the possibility of placing lone participants in teams that have already formed. We used this approach at the Early Career Research Camp with positive results.

Feedback issue 2: length of event

A competition of this type can range from a few hours in length to several days or more. At Stanford University, initiators of the design jam format have managed to compress activities into short, 15-minute steps. CREATe's previous Copyright Visualisation Hackathon took place over 24 hours, with a break to sleep in the middle; this provided ample time to generate interesting technical prototypes. The Early Carer Research Camp was a two-day event, interspersed with expert panels and presentations. The actual time devoted to ideation and pitch preparation was about 5 hours.

Generally, teams need enough time to explore the 'problem space' outlined by the organisers, and generate creative ideas about how to address the challenge. Remaining time is used to refine pitch materials and come up with a compelling presentation.

Feedback from some participants expressed that teams did not have enough time to prepare adequately for the pitch session. This may be due to unfamiliarity with the format and a tendency for academic researchers to want to feel comfortable in mastery of a topic before presenting in front of peers. These tendencies are at odds with the short, intense nature of pitch competitions where the emphasis is on originality of ideas.

In order to help reduce worry about compressed time in pitch competitions, future organisers can structure the event differently. A clear set of challenges will help confine the problem space and reduce the amount of time needed to start coming up with ideas. A structured brief in terms of deliverables, pitch contents and time limit will also help structure teams' activity and focus attention on the idea. At the Research Camp, organisers provided the brief and judging criteria at the very start of the event and circulated materials to competitors in printed format. If the competition is making use of an external resource, such as a publicly hosted dataset, ensuring that competitors have easy access to the resource before the start of the event will also reduce slack time.

At the Early Career Research Camp, we allowed teams 8 minutes total to pitch their ideas, and this proved ample for the judges to determine quality. A hackathon might allow slightly more time to pitch, since technical prototypes are sometimes demonstrated to the jury.

Recommendations and next steps

On the basis of the success of the Early Career Research Camp, we enthusiastically recommend further provision of similar training and research activity at the UK level, perhaps initiated or supported by RCUK. The creative economy theme invites interdisciplinarity and bold approaches to research which are not currently provided by universities focused on delivery of targets at the level of individual Schools and Colleges. The Research Camp illustrated two key areas where investment might produce results:

First, there is a skills gap that needs to be addressed to provide researchers the necessary capabilities to tackle emerging issues in the digital creative economy. Successful projects at the interface of law, social science and technology require training that is currently not provided through the traditional academic paths in the UK. Feedback from participants at the Early Career Research Camp and previous capacity-building events also highlights the need for career preparation, networking opportunities, cohort-building activities and specialist technology training. CREATe's capacity building programme was able to offer this over a period of four years. Future funding initiatives may take inspiration from CREATe's innovative template to achieve cross-disciplinary coordination at the national level in a specific subject domain, and train the next generation of excellent researchers.

Second, practitioners and those working closely with digital innovation, such as early career researchers, are an untapped source of expertise concerning emerging issues in creative economy research. Priority should be given to providing academics and practitioners opportunities to communicate and discuss potential research directions (without the pressures of REF and other traditional academic structures). The examples of research outcomes from the Early Career Research Camp illustrates that much spontaneous, non-traditional and vital work may be slipping between the cracks.

Appendix 1: Background of Participants

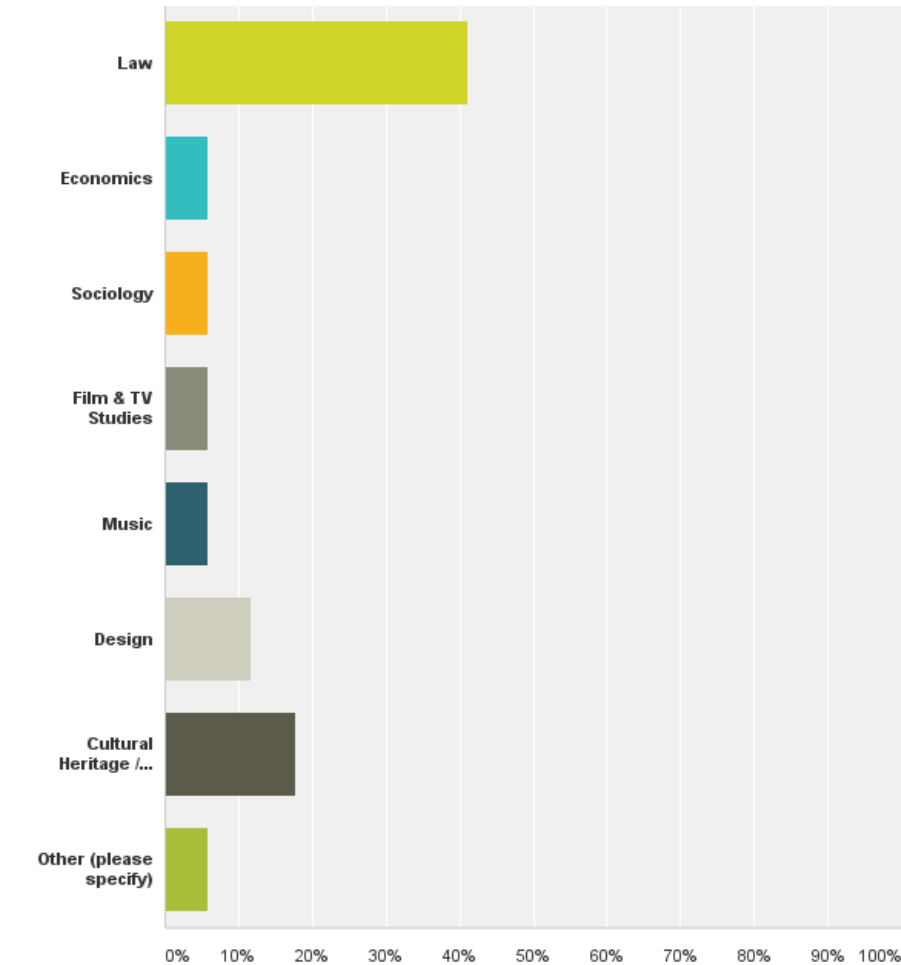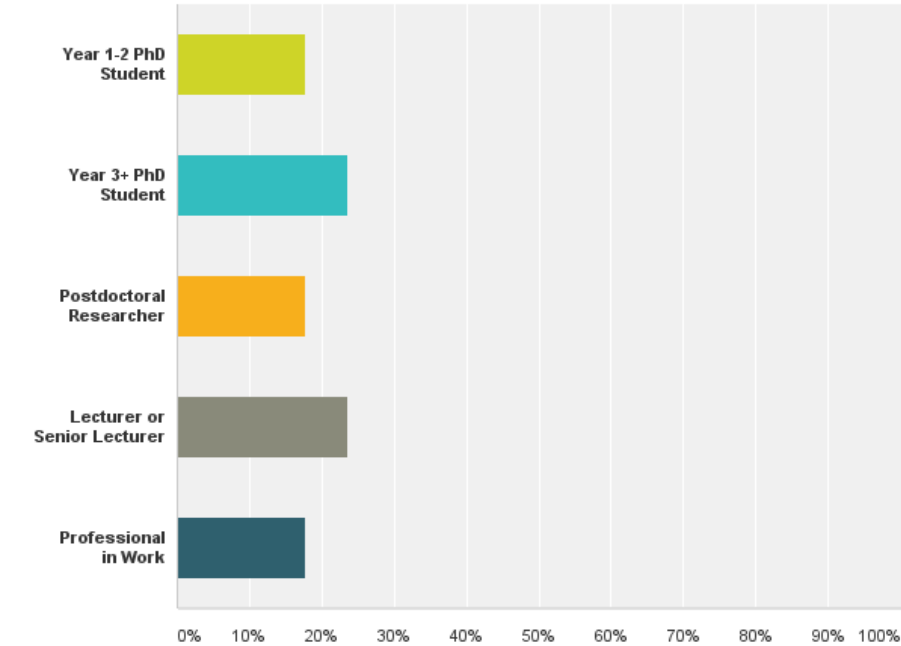**Table 1: Main disciplines of Research Camp participants**

Table 2: Career level of Research Camp Participants

Appendix 2: Event Information and Programme

Dates and times: In order to be eligible for the prize (£1000), all participants must be registered and must take part in all development camp activities. All team members must be present at the venue on the day of pitch presentations.

Team Composition: Participants will be invited to join a group on day 1 of the workshop. Event organisers will facilitate team formation for participants who do not have teams and may alter some of the pre-formed teams to accommodate everyone. Teams must consist of at least 2 people, up to a maximum of 5.

Selection of winners: Selection will be made by a judging panel consisting of senior researchers and experts from the CREATe consortium. The first prize is £1000 to support further research activities proposed by the winning group, to be shared equally among members.

Photography and Video: A photographer from the University of Glasgow will take pictures of the proceedings as a record of the event. The organisers will record video of participants and will ask key participants for permission to be interviewed on-camera. To opt out of being photographed or video recorded as part of this event, please contact the organisers.

Organisers:
Kris Erickson, School of Law, University of Glasgow
Diane McGrattan, CREATe Centre Administrator
Joy Davidson, CREATe Centre Manager

Confirmed speakers:
Professor Chris Buccafusco, Cardozo Law School
Professor Gillian Doyle, University of Glasgow
Professor Lee Edwards, Leeds University
Professor Lilian Edwards, Strathclyde University
Professor Morten Hviid, University of East Anglia
Dr Sabine Jacques, University of East Anglia
Professor Martin Kretschmer, University of Glasgow
Professor Angela McRobbie, Goldsmiths University of London
Professor Dinusha Mendis, Bournemouth University
Professor Philip Schlesinger, University of Glasgow
Dr Nicola Searle, Goldsmiths
Dr Sukhpreet Singh, CREATe, University of Glasgow
Dr Daithi Mac Sithigh, Newcastle University
Dr Inge Sørensen, University of Glasgow
Professor Ruth Towse, CREATe Fellow in Cultural Economics

Judging Panel
Anna Scott, Knowledge Exchange Manager, Scottish Graduate School for Arts & Humanities
Richard Patterson, Senior Research Fellow, CCPR, University of Glasgow
Martin Kretschmer, Director CREATe, University of Glasgow

Programme: Thursday 4th May	
12:30pm GMT Location: Side Café	**Lunch and Wecome | Centre for Contemporary Arts | Saramago Bar (Scott Street Entrance)** Address by CREATe Director Prof Martin Kretschmer Introduction to activities programme by Dr Kris Erickson **A Vegetarian Lunch will be served**
13:30-14:30 Location: Club Room	**Centre for Contemporary Arts | Upstairs Club Room** *Activity: Research collaboration speed dating* In three minutes or less, explain the work you do, and explore how you and your discussion partner might collaborate.
14:30-16:00 Session 4A	*Panel Session: Making interdisciplinary research work* This opening panel comprised of experienced researchers will share knowledge about successful research projects in the creative economy. Brief for panellists: *"What specific challenges have you faced doing interdisciplinary research, and how have you overcome them?"* Chair: Prof Ruth Towse (CREATe) Participants: Prof Gillian Doyle, University of Glasgow Prof Lilian Edwards, Strathclyde University Prof Morten Hviid, University of East Anglia Dr Daithi Mac Sithigh, Newcastle University
16:00-17:30 Session 4B	*Panel Session: Studying the Creative Process* Brief for panellists: *"What do we need to understand about creative people – designers, artists, performers – which academic research hasn't considered?"* Chair: Kris Erickson Speakers: Prof Chris Buccafusco, Cardozo Law School
17:30	*Close and proceed to Hotel*

	Programme: Friday 5th May

	**Centre for Contemporary Arts	Club Room** *Panel: How to be an effective networker* Brief for speakers: "*I am a socially awkward social scientist. Teach me how to interact successfully with people who work in creative industries.*" Speakers: Dr Inge Sorensen, University of Glasgow Dr Sukhpreet Singh, University of Glasgow
9:00-10:00 **5A**	
10:00-11:30 **5B**	*Panel Session: Combining research techniques effectively* Brief for speakers: "*Tell us about a research design in which you combined different methods. How can methods be combined effectively so that the result is greater than the sum of its parts?*" Speakers: Prof Ruth Towse, Bournemouth University and University of Glasgow Prof Lee Edwards, University of Leeds Dr Sabine Jacques, University of East Anglia
11:30-12:30 **5C**	*Panel Session: Academics and the Policy Process* Brief for panellists: "*What should new researchers understand about providing evidence to policy makers? What opportunities exist to engage?*" Speakers: Prof Philip Schlesinger, University of Glasgow Dr Nicola Searle, Goldsmiths, University of London Prof Dinusha Mendis, Bournemouth University
12:30-13:30 Lunch	Lunch Off-site (individual choice)
13:30-15:00	Afternoon Coffee & Tea Activity: Teams work on proposal pitches
15:00-16:30	**Team Pitches** Each team has maximum 8 minutes to present their interdisciplinary research idea.
16:30-17:00	Winners announced / Close of workshop

Appendix 3: Overview of CREATe Capacity Building

Opening Address by Professor Martin Kretschmer, Director of CREATe

Before we start, I would like to review briefly the capacity building events CREATe has produced since we launched in January 2013 (just over 4 years ago). I'll call up a few websites to rekindle memories. Quite a few of the protagonists are in the room.

1. Launch conference at Lighthouse, Glasgow
http://www.create.ac.uk/launch/
Business models.
http://www.create.ac.uk/context/

The CREATe research themes:
Creators and Creative Practices
User Creation, User Behaviour
Good, Bad and Emergent Business Models for Creativity (including Openness)
Policy and Lawmaking for the Digital Age (including Enforcement and Intermediaries)

Launch articulated both ambition and principles (of transparency & openness).
It also produced raw material on which research could be performed, for example case studies that fed into the joint EPSRC project led by Cass Business School and Prof. Barbara Townley and Dr Nicola Searle's Creative Economy book with OUP (2017, based on CREATe work at St. Andrew's).

2. Edinburgh consortium conference
Our skills development programme started with the Edinburgh conference in June 2013.
One aim was to take away the lawyers' fear of empirical work and numbers.
Organised by Dr Smita Kheria & myself.
Experimental research, data driven research, socio-legal tradition (criminology) were explored.
CREATe Researchers Conference and Empirical Capacity Building Event (Edinburgh, June 13-14, 2013)
http://www.create.ac.uk/edinburgh-conference/
Dr Sukhpreet Singh produced a method resource from the event:
http://www.create.ac.uk/methods/
You can start your research question from the data (unique data set, and ask how to interrogate), or you start with a research question (and look for the data that may help answer it). Typically, you need to do both.

3. Researching Creatives
Creatives Research Resource Day 31st January 2014 (Glasgow, 31 January 2014)
http://www.create.ac.uk/event/creatives-day/
Led by Prof. Philip Schlesinger.
Primary creators are the beginning of the production chain.
Difference in attitudes between music and fashion. Low level fashion, all profit goes to entrepreneur. No scandal about winner-take-all.
Focus on qualitative methods: example collective ethnography.

4. The T in CREATe
CREATe Researchers Conference & Technology Capacity Building Event (Nottingham Tuesday June 17th – Wednesday June 18th, 2014)
Horizon Centre, event led by Dr Richard Mortier.
http://www.create.ac.uk/blog/2014/06/05/the- te -in-create/
http://www.create.ac.uk/blog/2014/05/06/call-for-papers-create-researchers-conference-technology-capacity-building-event/

Potential technical implications for upcoming legislation
Ethical ramifications of near- or medium-term technology developments
Studies of use, acceptance or understanding of technology by creatives
Surveys of the shortcomings of technology when applied in creative contexts
Examples of copyright infringement engendered by default technology behaviour
Big Data and creativity
Datamining and social media: methods, ethics, legal implications
IP and the new digital arts
Social networking and creativity

5. All Hands meeting (Glasgow on September 15th and 16th 2014)
http://www.create.ac.uk/blog/2014/07/02/create-all-hands-conference-glasgow-september-15-16th-2014/
Led by Prof. Lilian Edwards.
All CREATe researchers had a change to present, and exhibit posters.
Poster exhibition:
http://www.create.ac.uk/posters/

6. The Economics of Creativity and Competition: New Markets, New Challenges (UEA, 4-5 February 2015)
http://www.create.ac.uk/blog/2014/11/13/the-economics-of-creativity-and-competition-new-markets-new-challenges/
Led by Prof. Morten Hviid.
Keynote by eminent economist Joel Waldfogel: Digital Renaissance
Supply of content has increased.
http://www.create.ac.uk/blog/2015/07/01/waldfogel/

7. EPIP 2015 (annual conference of the European Policy for IP Association)
Major conference hosted by University of Glasgow.
Chair: Prof. Martin Kretschmer
Programme committee and doctoral workshop chair: Dr Kris Erickson
http://www.epip2015.org/
http://www.epip2015.org/epip15-phd-workshop-economics-of-copyright-and-the-creative-economy/

8. 2016: 3 x Hackathons
2016 was the year of the Hackathon formats:
Kris Erickson and Jesus Rodriguez Perez
Set a challenge, and let new teams from different disciplinary background work on them.

Copyright Hackathon 13-14 May 2016, Whisky bond, Glasgow
http://www.create.ac.uk/hacks/
Challenge 1: Inform copyright policy through evidence visualisation
Challenge 2: Understand what drives creativity in online markets
Challenge 3: Does availability of legal alternatives reduce piracy?

Open Innovation Design Jam (ESRC Festival of Social Science), 10 November 2016
http://www.create.ac.uk/openjam2016/

EU Hackathon Brussels, 14 November 2016
http://www.create.ac.uk/blog/2016/11/14/create-support-euhackathon-2016/

9. Algorithms Workshop
Organised by Professor Lilian Edwards at the University of Strathclyde.

The workshop considered the legal, social and technical dimensions of algorithms and their role in governance and featured talks from Michael Veale (UCL), Lorna Woods (Essex), Freddie Borgesius (Amsterdam) and Thomas Höppner (Berlin).
http://www.create.ac.uk/blog/2017/02/09/algorithms-workshop-15th-february-strathclyde-university/

10. CREATe Studio (3 events per semester since 2013):
Reading group, review of new research papers.
Publishing strategies, how to apply for jobs.
http://www.create.ac.uk/resources/create-studio/

11. Resources:
Anybody who wants to do research on copyright will at some point end up on our sites, including CopyrightUser.org, CopyrightEvidence.org and CopyrightHistory.org:
http://www.create.ac.uk/resources/

TODAY: Early Career Research Camp
Today is an opportunity to explore in the spirit of the CREATe ethos. Creating an Open Knowledge Environment (OKE, in Reichman's sense): more than open access; openness about assumptions, processes, primary sources.

It is also an opportunity for self reflection and forming new networks.

I don't know of another research centre at the intersection of law, technology, social science and the humanities that has attempted to open a field of enquiry in the way CREATe has done. This has been possible, in no small part, thanks to of many of you in the room. Now we have opened up the space, we need to populate it. This means grant, job and publication opportunities for you who have taken the risk of conducting research in perhaps more risky, interdisciplinary ways and learned to speak other disciplinary languages.

The Research Camp looks a terrific event, and I am sure it will be productive and fun. Thanks to the AHRC for their support that enabled so many non-CREATe researchers to participate. And many thanks to Kris Erickson and the CREATe team for putting this together, and to you all for coming.