

Role transformations in collaborative R&D-projects as reciprocation between research, practice and policy

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This paper discusses how roles in R&D-projects can transform and develop through the duration of a project and how different types of knowledge reciprocate with policy learning at different scales. Research, practice and policy represent different but interconnected social spheres, each with different interests, institutional rationalities and values. When different institutional rationalities meet in the setting of a collaborative R&D-project there are many factors that will affect process efficacy and project outcomes. In this paper we focus on how researchers and practitioners can fill different collaborative roles, work in *desired* or *undesired* pairings, through the duration of a R&D-project. The paper argues that through making role clarification and adaptation part of reciprocal processes, the likelihood of creating learning and added value for all parties can increase.

Key words: collaboration, R&D-project roles, research methods, policy learning

1. Introduction

The meeting between theory and practice is a meeting between different types of knowledge. There is societal expectation that the paring of research and practice knowledge in collaborative R&D-projects will generate knowledge for social change, policy making and theoretical development. Such expectations to knowledge co-creation are also shared by action re-