RESEARCH ARTICLE

Ensuring durability of community-university engagement in a challenging context: Empirical evidence on Science Shops

Supplementary file

Questionnaire survey of Science Shops

Graph 1 University and non-university-based Science Shops

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The small number of projects in hard sciences does not allow for identification of statistically significant differences among sectors. Nor does it allow for statistically robust inferences about the underlying reasons of the wide gap between hard sciences on one side and social sciences and humanities on the other.
Ensuring durability of community-university engagement in a challenging context: Empirical evidence on Science Shops

Graph 4  Ranking impact of Science Shops on students’ learning components

<table>
<thead>
<tr>
<th>Component</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>applying knowledge and understanding</td>
<td>2.5</td>
</tr>
<tr>
<td>making judgements</td>
<td>2.69</td>
</tr>
<tr>
<td>knowledge and understanding</td>
<td>3.08</td>
</tr>
<tr>
<td>communication skills</td>
<td>3.07</td>
</tr>
<tr>
<td>learning skills</td>
<td>3.38</td>
</tr>
</tbody>
</table>

Graph 5  Total academic and non-academic participants in public meetings in 12 months

- Academic participants: 391
- Non-academic participants: 1143
Graph 6  Total research outputs in 12 months

Graph 7  Origin of projects in 12 months
Graph 8  Relevant outcomes of Science Shops in 12 months

Number of new organization started: 1
Number of projects replicated over time: 6
Number of new service developed: 14
Number of new products developed: 20

Graph 9  Relevant changes in 12 months

Data shown in Graph 9 was generated through a questionnaire item which asked respondents to answer ‘Yes’, ‘No’, ‘Don’t know’ to the following sentence: ‘Please, consider the life of your science shop and say whether your knowledge activities have led to significant changes as to: [list of options as in Graph 9].’