Reducing participants research fatigue in academia: the Case Study of the Thesis Hub

by Carla BARRANCO
s3093913

Leiden University College, Leiden University
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Submitted to: Caroline Archambault

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Abstract:

Research fatigue has a negative impact on community participation in research. This has an impact on both communities, who suffer from the consequences of research, and researchers, who are unable to collect sufficient and reliable data. This study examines research fatigue—resistance to participation due to overexposure—and proposes the Thesis Hub as a solution to mitigate this issue in The Hague Southwest, a vulnerable and over-researched community. By fostering connections and building trust between community members and researchers, the Thesis Hub facilitates institutional engagement and stakeholder involvement. The research identifies four dimensions of research fatigue addressed by the Thesis Hub: reducing research costs, increasing relevance, minimizing redundancy, and improving participant experiences. Despite its successes, the Thesis Hub can further enhance its impact by providing more practical engagement advice, improving continuity and result evaluation, and advocating for comprehensive support from research institutions. Ultimately, the Thesis Hub is an example of an ethical and effective model for institutionalised community-based research, offering some knowledge and tools for reducing research fatigue and fostering long-term, meaningful community engagement.

Outline:

Acknowledgement

Who would have known that after three years I would write a 15000-word essay in one semester, researching the harm that research can cause. This little girl who once hated school and found stupid the ways in which we learned, now wrote a research paper on the ethics of research and explore ways to change academic structures (I guess I was somewhat right). But for this to happen, there are so many people I need to thank.

First, I thank the TH for allowing me to conduct research with them. I hope my research amounts to what they have hoped for. I admire the dedication and care the people working there have towards the community and students they work with. I also thank all my interviewees, who also struggled to find participants and who kindly allowed me to interview them. I enjoyed our conversation, and you brought valuable insights for this research. Without any of them, this research would not have been possible, so I am grateful for each and everyone's participation and input.

Second, I thank Caroline Archambault, who brought this topic to my attention, and whom without her feedback and guidance, this research would not have been complete.

Third, I thank my parents for giving me the freedom and the unconditional support to pursue what I want. I never thought what I wanted was to write a 15000-word paper, inducing uncountable amounts of stress and tiredness, but here we are. I also thank my loved ones, who supported me through this period, mainly by feeding me, whipping away my tears and sending me hilarious memes. They show me what love is every single day, and I am so grateful for their presence, despite some being far away. Last but not least, I thank my comrades for supporting me in my radicalization process and for allowing me to express my emotions. Without them, my research would be less critical and the world would seem hopeless. I cannot name everyone or go in details, because this acknowledgement would be longer than the research itself. But all of these amazing people, individually and collectively allowed me to distract myself and continue to enjoy life despite this gloomy world and the stress this research has created. Community really makes everything possible.

Finally, I thank the coffee industry, with which in the last three weeks, I have contributed to at least half of the world's carbon emissions because of my coffee intakes. I also want to give an honorary mention to all the baby animals born while I finished this research. You give me strength every day, and your cuteness melted my stress away.

1. Introduction

“We used to be very participative in Bradford County. We saw research as a way to gain information, but now we’re so disenfranchised with it, because nothing changes” ~ a resident in an oil and gas boomtown in Bradfor County (Jacquet, Pathak, Haggerty, Theodori, & Kroepsch, 2021).

“Mom, why do I always have to be a guinea pig?” ~ a 15-year-old HIV-infected youth when approached by a researcher (Pagano-Therrien, 2013).

"We know you want our stories to take them to the Rwandan government and UNHCR in order to chase us [out of Uganda]; you must be sent by them, and you are here deceiving us that your research is for academic purposes." ~ a Rwandan refugee in Nakivale, Uganda.

These diverse examples, taken from the literature, show the reality many community face when thinking about research. A sense of fatigue, annoyance, and disengagement towards research.

Research has a crucial role to play in understanding the world we live in and advancing existing knowledge. However, research can cause a lot of harm towards the communities being researched. Ethics is thus an important part to consider in the research process (Fujii, 2012; Guillemin & Gillam, 2004). Ethical research necessitates voluntary participation, ensuring that individuals are not coerced into taking part (Fujii, 2012). Therefore, incentives for participation should be intrinsic rather than extrinsic, such as monetary rewards (Clark, 2008; Bosworth, Campbell, Demby, Ferranti, & Santos, 2005; Pagano-Therrien & Sullivan-Bolyai, 2017). Despite the lack of extrinsic motivations, many individuals and communities see value in participating in research due to the potential for positive change or personal benefit (Bosworth, Campbell, Demby, Ferranti, & Santos, 2005; Clark, 2008; Pagano-Therrien & Sullivan-Bolyai, 2017). Some are also motivated by therapeutic benefits or a belief that they have nothing to lose (Bosworth, Campbell, Demby, Ferranti, & Santos, 2005; Clark, 2008; Pagano-Therrien & Sullivan-Bolyai, 2017; Peel, Parry, Douglas, & Lawton, 2006). However, the willingness to participate is not universal, and many communities experience research fatigue— a resistance to research participation due to overexposure (Clark, 2008).

In the following, the concept of research fatigue will be analysed within the neighborhoods of The Hague Southwest, a vulnerable and over-researched community. Over-researched communities are those that face a high concentration of research activities (Sukarieh & Tannock, 2012). The Thesis Hub initiative has been proposed as a solution to better connect research efforts with stakeholders in The Hague Southwest. This leads to the following research question: How does the Thesis Hub mitigate the risks of research fatigue in The Hague Southwest?

The literature review will first explore why research fatigue is a significant issue and how it impacts over-researched communities. It will then examine the solution of community engagement implemented by the Thesis Hub. Additionally, the context and background of the Thesis Hub will be provided. The remainder of this research will focus on the tools and strategies employed by the Thesis Hub to reduce the risks of research fatigue in The Hague Southwest.

2. Literature Review

2.1. Research fatigue

Research fatigue is defined as "apathy, indifference, or resistance to research" coming from the individuals or communities being researched (Clark, 2008, 956). Communities become tired of engaging with researchers, and no longer value the benefits of participating in research (Ashley, 2020; Bosworth, Campbell, Demby, Ferranti, & Santos, 2005; Clark, 2008; Pagano-Therrien & Sullivan-Bolyai, 2017). For researchers, the consequences of research fatigue makes it more difficult for them to conduct research and access valuable knowledge and data (Ashley, 2020; Clark, 2008; Khalil et al., 2022). This can also lead to a lack of scientific validity, where the data may become skewed due to a lack of participants (Ashley, 2020, Clark, 2008). Research fatigue can also lead to a growing mistrust between communities and researchers and a disengagement with research institute (Clark, 2008; Karooma, 2019; Omata, 2020). For communities, research fatigue leads to a further seclusion of these communities, and an increase in mistrust in the formal academic institutions (Ashley, 2020; Leophas & Arooma, 2019). Research fatigue leads to problems for both the communities being researched and the research community.

Although research fatigue is an under-studied concept, some authors have observed and theorized different factors that affect participants' levels of research fatigue (Ashley, 2020; Bosworth, Campbell, Demby, Ferranti, & Santos, 2005; Clark, 2008; Karooma, 2019; Omata, 2020; Pagano-Therrien & Sullivan-Bolyai, 2017). These factors are interconnected and can be understood as different dimensions of research fatigue. These dimensions, described further below, include: The practical cost of participation (Ashley, 2020; Campbell, Foster, & Davies, 2014; Clark, 2008; Karooma, 2019; Omata, 2020; Patel, Webster, Greenberg, Weston, & Brooks, 2020; Tuhiwai Smith, 2021); the perception of relevance of the research (Ashley, 2020; Clark, 2008; Jacquet, Pathak, Haggerty, Theodori, & Kroepsch, 2021; Karooma, 2019; Sukarieh & Tannock, 2012); the redundancy of research (Ashley, 2020; Bosworth, Campbell, Demby, Ferranti, & Santos, 2005; Clark, 2008; Dyck & Ortega-Alcázar, 2011; Patel, Webster, Greenberg, Weston, & Brooks, 2020; Sukarieh & Tannock, 2012; Tuhiwai Smith, 2021; Velho & Thomas-Olalde, 2016); and the negative experiences associated with research (Ashley, 2020; Bosworth, Campbell, Demby, Ferranti, & Santos, 2005; Dyck & Ortega-Alcázar, 2011; Jacquet, Pathak, Haggerty, Theodori, & Kroepsch, 2021; Karooma, 2019; Tuhiwai Smith, 2021; Van Maanen, 1991; Velho & Thomas-Olalde, 2016). While these different dimensions have been theorized, some authors argue they all share common characteristics in relation to power dynamic, trust, exploitation, and marginalization (Ashley, 2020, 272).

a) Practical costs of participants

First, a very intuitive, but difficult dimension to tackle is the practical cost that individuals face when participating in research (Ashley, 2020; Clark, 2008; Karooma, 2019; Omata, 2020). When participating in research, there will inevitably be costs related to it, whether it is time, or financial cost. When researching families for example, parents who decide to participate in research, may have to spend less time with their children, or they have to take time off work, which for some, might not be a realistic option. There has to be a sacrifice made to participate in research. This is especially relevant for vulnerable groups, who may not be able to afford the extra costs that come with participating in research (Ashley, 2020). Some communities may feel that the costs of research are too high, and that there is no or too little compensation for the costs of their participation. This limits the ability of many people and groups to be able to participate in research.

Additionally, for groups like refugees, who face many difficulties and instabilities, they express anger towards researchers who continue to do their research with little acknowledgement to the problems they are facing (Campbell, Foster, & Davies, 2014; Karooma, 2019; Patel, Webster, Greenberg, Weston, & Brooks, 2020; Tuhiwai Smith, 2021). Researcher come, conduct their research and the refugees never hear back from the researchers (Campbell, Foster, & Davies, 2014; Karooma, 2019). There is a form of extractiveness in research, where participants do not feel that their time and commitment is valued and rewarded (Campbell, Foster, & Davies, 2014; Patel, Webster, Greenberg, Weston, & Brooks, 2020; Tuhiwai Smith, 2021). Over-time, participants become disinterested with research and researchers. If combined, with other dimensions, the practical costs of participating in research may become higher than the benefits gained from participating in the research.

b) Perception of relevance of the research

Second, communities are less likely to participate in research if they do not understand the relevance of the research for themselves or the community (Ashley, 2020; Clark, 2008; Jacquet, Pathak, Haggerty, Theodori, & Kroepsch, 2021; Karooma, 2019; Sukarieh & Tannock, 2012). As we have seen above, research is costly for participants, especially participants who already face a lack of resources. "Will your research feed my family?" was pronounced by a refugee in a Uganda camp (Karooma, 2019, 18). Participants may have different priorities when considering topics that are relevant and will help them. When deciding to participate in research, there is a calculation of cost-benefits (Ashley, 2020). The question being: Will this research benefit more than it will bring costs? If there is little interest in the research topic or methodology, the project will not be relevant for individuals and the costs for communities will rise leading to less participation in research (Jacquet, Pathak, Haggerty, Theodori, & Kroepsch, 2021). If researchers bring questions that do not fit the goals and interests of the group researched, then individuals may feel disengaged with the research and decide not to participate (Pagano-Therrien, 2013).

Furthermore, when there is a lack of perceptible change, communities will be less likely to become involved in research (Clark, 2008; Jacquet, Pathak, Haggerty, Theodori, & Kroepsch, 2021). Research itself looses relevance for communities, even if the topic and methodology might help individuals and communities. Because of the lack of perceivable change, communities may lose the moral responsibility that they first might have had when participating in research (Clark, 2008; Patel, Webster, Greenberg, Weston, & Brooks, 2020). For example, in refugee camps, there is often a lack of continuity for participants, who are not informed of the results. This can be accentuated if participants do not feel that their individual participation in the research will lead to positive changes for their communities. For example, residents of oil and gas boomtowns were first eager to help researchers (Jacquet, Pathak, Haggerty, Theodori, & Kroepsch, 2021). However, after some years of residents not perceiving change, it has become well known among researchers that asking these residents to participate in research was pointless, as no one would agree to participate (Jacquet, Pathak, Haggerty, Theodori, & Kroepsch, 2021). If research results are not clear, participants will be reluctant to continue their participation with researchers.

c) Concentration of research

Third, when there is a concentration of research on certain communities, community members may be less willing to continue participating in new research (Ashley, 2020; Clark, 2008; Patel, Webster, Greenberg, Weston, & Brooks, 2020). This can particularly affect small communities, because in order to get sufficient data, researchers may ask the same individuals multiple times. This is the case for communities who have lived a disaster for example, where there are only a small amount of people able to testify and participate in research (Patel, Webster, Greenberg, Weston, & Brooks, 2020). Similar research may be done multiple time, on the same groups, creating disengagement towards research, where participants no longer value the research experience or results (Clark, 2008).

Furthermore, repeated research may reinforce assumptions and stigmatization that can exists in certain areas (Bosworth, Campbell, Demby, Ferranti, & Santos, 2005; Dyck & Ortega-Alcázar, 2011; Sukarieh & Tannock, 2012; Tuhiwai Smith, 2021; Velho & Thomas-Olalde, 2016). Communities who are already marginalised may feel even more targeted by research, even if the goal is to provide solutions. Indeed, research can perpetuate dominant narratives, secluding marginalised communities. Especially for communities who are already 'othered' by society, research can further accentuate the feeling of being excluded (Dyck & Ortega-Alcázar 2011; Velho & Thomas-Olalde, 2016). 'Othering' perpetuates dominant stereotypical discourses, disregarding different forms of knowledge and ways of life (Dyck & Ortega-Alcázar, 2011; Klein, 2016; Velho & Thomas-Olalde, 2016). Research has a risk of perpetuating 'othering', turning the subject into a 'specimen' or object if the researcher has not evaluated the power relation that can arise (Bosworth, Campbell, Demby, Ferranti, & Santos, 2005; Velho & Thomas-Olalde, 2016, 32). Among vulnerable communities, research tends to mainly approach the negative side of their lives, comparing their lives to what should be normal (Sukarieh & Tannock, 2012; Tuhiwai Smith, 2021). This is the case in Shatila a refugee camp, who highlight the intrusive questions brought up by researchers, concerning hygiene for example (Sukarieh & Tannock, 2012). Researchers come and ask questions, based on their own assumptions, with little to no context about the way the refugee camp works (Sukarieh & Tannock, 2012). When there is a high concentration of research that all target negative views on communities, communities may not want to engage with research any longer.

d) Negative experiences associated with research

Fourth, if community members have negative experiences with research and researchers, then they often become afraid and suspicious of researchers (Bosworth, Campbell, Demby, Ferranti, & Santos, 2005; Dyck & Ortega-Alcázar, 2011; Jacquet, Pathak, Haggerty, Theodori, & Kroepsch, 2021; Karooma, 2019; Tuhiwai Smith, 2021; Van Maanen, 1991; Velho & Thomas-Olalde, 2016). Like Tuhiwai Smith (2021, 2) explains, "Research is not an innocent or distant academic exercise but an activity that has something at stake and that occurs in a set of political and social conditions." With this perspective in mind, research can unintentionally harm and further marginalise communities. Communities may have felt betrayed by researchers, if their anonymity was not respected, or if their interviews were taken out of their context. In refugee groups, for example, there is a high distrust in researchers. Indeed, refugees live in fear of state repression and research can seem like a way to gain information on them to deliver back to the state for further repression (Karooma, 2019). If researchers are not careful, they can put in danger individuals, creating mistrust and fear towards research.

Finally, if researchers explore difficult topics concerning traumas, it may lead participants to have their trauma resurfaced (Ashley, 2020; Jacquet, Pathak, Haggerty, Theodori, & Kroepsch, 2021). This can come at extreme costs for the participant, as participants may lack emotional resources (Ashley, 2020). Indeed, a lot may not be in a position to resolve their trauma, making it hard for individuals to cope. Researchers may also lack experience and resources to hold space for this trauma. If combined with a lack of consideration and follow-ups from researchers, individuals may have this feeling of exploitation (Ashley, 2020; Jacquet, Pathak, Haggerty, Theodori, & Kroepsch, 2021). The researcher has benefited from the research, while the participant is left reliving the trauma (Jacquet, Pathak, Haggerty, Theodori, & Kroepsch, 2021). This may lead participants to not want to participate in future research and creating further distrusts in academic institutions.

2.2. Over-researched communities

Research fatigue is predominant in over-researched communities (Ashley, 2020; Clark, 2008; Jacquet, Pathak, Haggerty, Theodori, & Kroepsch, 2021; Omata, 2020; Sukarieh & Tannock, 2012). Over-research communities are groups who experience a concentration of research, often being targeted by different institutions and research groups (Omata, 2020). Over-researched communities tend to be mainly coming from three different backgrounds: Communities that are poor and come from minority or marginalised groups (like trans and lgbtq+ groups, marginalise ethnic and cultural groups or coming from a migration background, and indigenous communities); communities that have experienced some form of crisis and/or have engaged in active resistance to their conditions (for example refugee groups and activist groups); and communities that are located in close geographical proximity to research centers and universities (Ashley, 2020; Bosworth, Campbell, Demby, Ferranti, & Santos, 2005; Jacquet, Pathak, Haggerty, Theodori, & Kroepsch, 2021; Karooma, 2019; Omata, 2020; Sukarieh & Tannock, 2012; Van Maanen, 1991).

2.3. Community engagement as a tool

Most of the literature agrees that community engagement is one of the tools used to create trusts and reduce risks of research fatigue (Bosworth, Campbell, Demby, Ferranti, & Santos, 2005; Chalmers & al., 2014; Coats, Stafford, Sanders Thompson, Johnson Javois, & Goodman, 2014; Dyck & Ortega-Alcázar, 2011; Davis and Holcombe, 2010; Goodman & al., 2017; Grainger, Bolam, Stewart, & Nilsen, 2020; Ngui, 2020; Tuhiwai Smith, 2021). By engaging communities in the research process, communities are able to regain agency over the process. Participants are able to orient the research to make it relevant for them and their communities (Chalmers et al., 2014; Grainger, Bolam, Stewart, & Nilsen, 2020; Leavy, 2022; Maar & al., 2011). They can also have some control over the ways the data is collected and analysed, to reduce harm to them and/or their communities (Grainger, Bolam, Stewart, & Nilsen, 2020; Tuhiwai Smith, 2021). Finally, if there is community engagement, they might be more able to create actionable plans based on the research results (Grainger, Bolam, Stewart, & Nilsen, 2020; Leavy, 2022).

Community engagement can take multiple aspects, where researchers more or less collaborate with communities. Goodman & Sanders Thompson (2017) separates them in three categories: Non-participation, which is based on outreach and participation; symbolic participation, which coordinates and cooperate with participants; and engaged participation, which is participant centered, and both parties collaborate from start to finish (Goodman & Sanders Thompson, 2017). Community engagement is foremost seen as a tool to share knowledge and power between groups, increasing trust between knowledge institutions and communities.

Finally, community engagement can be distinguished into two different engagement: Individual engagement, which is the researcher who decide upon themselves to engage with communities; and institutional engagement, which is the knowledge institution that is involved, who include communities in the research process (Ngui, 2020). Engagement is thus a tool to increase research design and analysis, translating the research into practice for effective community interventions (Ngui, 2020, 265).

3. The Thesis Hub and The Hague Southwest

3.1. History of the Thesis Hub

In 2019, the municipality of The Hague put in place the 'Regiodeal Den Haag Zuidwest' (Municipality of Den Haag, 2023, 3). The government and a few partners allocated €20million in the regiodeal for a period of 4 years, with the goal of improving the quality of life in The Hague Southwest (Municipality of Den Haag, 2023, 54). Following this initiative, since 2021, the Thesis Hub (TH) was created to connect research, policy and practice, tackling the 'wicked problems' of The Hague Southwest (Governance of Migration and Diversity, n.d.). Their work is focused on the four neighbourhood of The Hague Southwest: Bouwlust, Vrederust, Morgenstond and Moerwijk (see image 1). The TH collaborates with the three partnered university. Leiden University, both in Leiden and The Hague, Erasmus university, in Rotterdam and TU Delft in Delft (see image 2).

Image 1: Highlighted in red are the neighbourhood of The Hague Southwest (Bouwlust en Vrederust, Morgenstond and Moerwijk) in partnership with the TH (Stock image Alamy, n.d.).

Image 2: Partnered University (Leiden University, Erasmus University and TU Delft) with the TH (TH, 2023b).

The TH work is specifically oriented towards connecting relevant stakeholders with researchers conducting their bachelors or master thesis (Koenraads, 2023). Stakeholders are defined as the municipality of The Hague, local neighbourhood professionals and residents (Governance of Migration and Diversity, n.d.). Students and stakeholders are two different groups of actors. 'Stakeholder' will be used in this paper in the same context as the TH applies it. The goal of the TH as stated in their website "is to strengthen the connection between education, research, practice, and policy and to make higher education have a relevant impact in today's world" (TH, 2023). They strive towards an interdisciplinary approach, sustainable collaboration and engagement, and co-creation between the different stakeholders in order to address the 'wicked problems' in The Hague Southwest (Koenraads, 2023). By connecting stakeholders with researchers, the TH becomes an institutionalized knowledge and community collaboration structure. They actively connect different interest groups, and create content that can help prevent research fatigue among The Hague Southwest groups and communities being researched.

When students decide to join the TH, they have to work on a "practice oriented challenge" suggested by a stakeholder (TH, 2023a, 2). After choosing a challenge, students have to transform it into a research question of their choice. Students are paired up with stakeholders, and they have to present their proposal at the kick-off meeting (TH, 2023a, 2). Students also have to sign a Commitment Agreement that promises their commitment, respect and active attitude with the TH (Governance of Migration and Diversity, n.d.). This means that students have to go to mandatory workshops organized by the TH (TH, 2023a, 2). These are the Ethics workshop, the Method Café, the Science of Communication workshop. When students finish their research, they are expected to translate their paper into a non-academic format (TH, 2023a, 3). Students have an opportunity to present their findings to different stakeholders at the closing event (TH, 2023a, 5). Their final thesis are posted and available to all on the Thesis's Hub database (TH, n.d.). Students are thus expected to be active partners of the TH if they decide to conduct their research with them (Governance of Migration and Diversity, n.d.).

3.2. The Hague Southwest as an attention district

The Hague Southwest is defined as a priority area, and that is why the regiodeal was put in place in this area of The Hague. Priority areas are neighbourhoods and districts in which the quality of the living environment, the health and the well-being lags significantly behind compared to other neighbourhoods (Karamali, Berns, van Dijk, & van der Meer, 2014, 5). This is due to an accumulation of complex social problems, where the municipality would need to intervene, especially with money and resources. It is explained that residents struggle “with multiple socio-economic issues such as poverty, debt, unemployment, subsistence, polarisation and health problems” (Governance of Migration and Diversity, n.d.). Priority areas are defined with the help of the SES-WOA score. This score is the “Social Economic Status (SES), based on wealth, education level and labor market participation (WOA)” (Municipality of Den Haag, n.d.). The score goes from -1 to 1, where the higher the score is, the better it is to live in the neighbourhood. Below is a table describing the neighbourhoods ot The Hague Southwest, based on population, SES-WOA score and migration background (Table 1). There is also the average of The Hague to be able to compare the data with the rest of The Hague.

Name	Total population size (per million) since 2023	SES-WOA score average, since 2019	Population with a migration background (in %) since 2023
Bouwlust en Vrederust	29.295	-0.487	75.6
Morgenstond	20.251	-0.538	74.9
Moerwijk	21.195	-0.704	79.0
The Hague	563.122	-0.143	58.4

Table 1: Data describing in population size, SES-WOA score and the percentage of the population coming from a migration background of the three neighbourhood of the TH and of The Hague (Centraal Bureau voor de Statistiek, 2024; Municipality of Den Haag, n.d.; StatLine, 2023)

Most of the population living in the neighbourhoods of The Hague Southwest, come from a migration background (Municipality of Den Haag, n.d.). The SES-WOA scores are comparatively low compared to the rest of The Hague. With a high migration background and a low SES-WOA score, The Hague Southwest can be considered a vulnerable area of The Hague (Jacquet, Pathak, Haggerty, Theodori, & Kroepsch, 2021). The chance of communities and individuals feeling research fatigue are thus increased (Ashley, 2020). When creating deals like the regiodeal, a lot of attention is brought to the neighbourhoods in question. If a city is declared a priority city because of the problems they face, NGO's, associations and researchers will concentrate their research in those neighbourhoods, encouraged by the government (Jacquet, Pathak, Haggerty, Theodori, & Kroepsch, 2021). By defining the regiodeal, the municipality, corporations and NGO's have political stakes in improving the neighbourhood. Research will be encouraged in this area. The Hague Southwest can thus bec considered an over-researched community.

4. Methodology

4.1. Case Study

As a research strategy, this research uses the single case descriptive case study of the TH in the neighbourhoods of The Hague Southwest (Priya, 2021). By focusing on an institution that uses stakeholder engagement, it can help better understand how to apply conceptual solutions of research fatigue to real life. This case is not meant to be a one size fits all case, but it can give tools on innovative ways to actively reduce research fatigue in over-researched communities (Priya, 2021).

4.2. Interviews

I conducted semi-structured interviews with students who have done their research with the TH (Merriam & Tisdell, 2015, pp. 110). I chose to do interviews with the students, because they have insights on how the TH is organized. They can also talk about their experiences and perspective with working with the TH. Finally, they are the group who have the potential of creating research fatigue. I thus wanted to understand the ways that the TH may have impacted the student's research process, which the students can reflect upon in the interviews. I conducted semi-structured interviews, accompanied by a co-creation of a mind map, based on Heron, Kinchin, & Medland (2018) concept map. The co-creation of the mind map allowed for a collaborative thinking approach, to create new perspectives and spark reflections among participants (Heron, Kinchin, & Medland, 2018). Not only does it allow to explore what the students think and their experience with the TH, but it allows diving deeper into the different concepts of research fatigue. The semi-structured interviews allowed for a natural interview, where questioned varied depending on the participants answers (Merriam & Tisdell, 2015, pp. 110).

a) Data collection

Through the help and contact of the TH, I was able to contact 4 students to interview. Du to time pressure and a lot of students not available to conduct the interviews in the available time frame, the choice of students was limited to four students. I have chosen my participants based on the students' research. Indeed, I specifically chose students who conducted qualitative research with human participants. I also wanted a diverse mix between the different schools, to have a wider understanding of what were the experiences of students based on their background and study area. One student was from Leiden University, one from TU Delft and two from Erasmus University. I also interviewed students from 3 different cohort, to have data from different perspectives depending on the years. One student was from the 2021-2022 cohort, two from the 2022-2023 cohort and one from the 2023-2024 cohort. Interviews were all done in English, which was not the primary language for at least 2 of the interviewees. All interviews were done in person, except for one interview, which had to be done online, because they were currently not in the country.

Before all the interviews, I had the interviewees sign a consent form, consenting to being interviewed and recorded (appendix B). Furthermore, they all had the choice to stay anonymous or not. Only one person wanted to stay anonymous. Because of that, I decided to make all the participants anonymous, because true anonymity would be hard to achieve in this context (Saunders, Kitzinger, & Kitzinger, 2015). Indeed, all participants had a close relationship with the people of the TH, and the TH helped me find some of the participants. Because of that connection, I decided to keep everyone anonymous by name and by gender, to make it harder to be identified. I also purposefully did not mention the research they conducted to maintain that anonymity. In this research, I named the participants with a number to maintain anonymity (interviewee 1, interviewee 2, interviewee 3 and interviewee 4). The semi-structured interviews lasted between 30 and 45 minutes.

For the semi-structured interviews, the first three questions were all the same for all the interviewees (see figure 1).

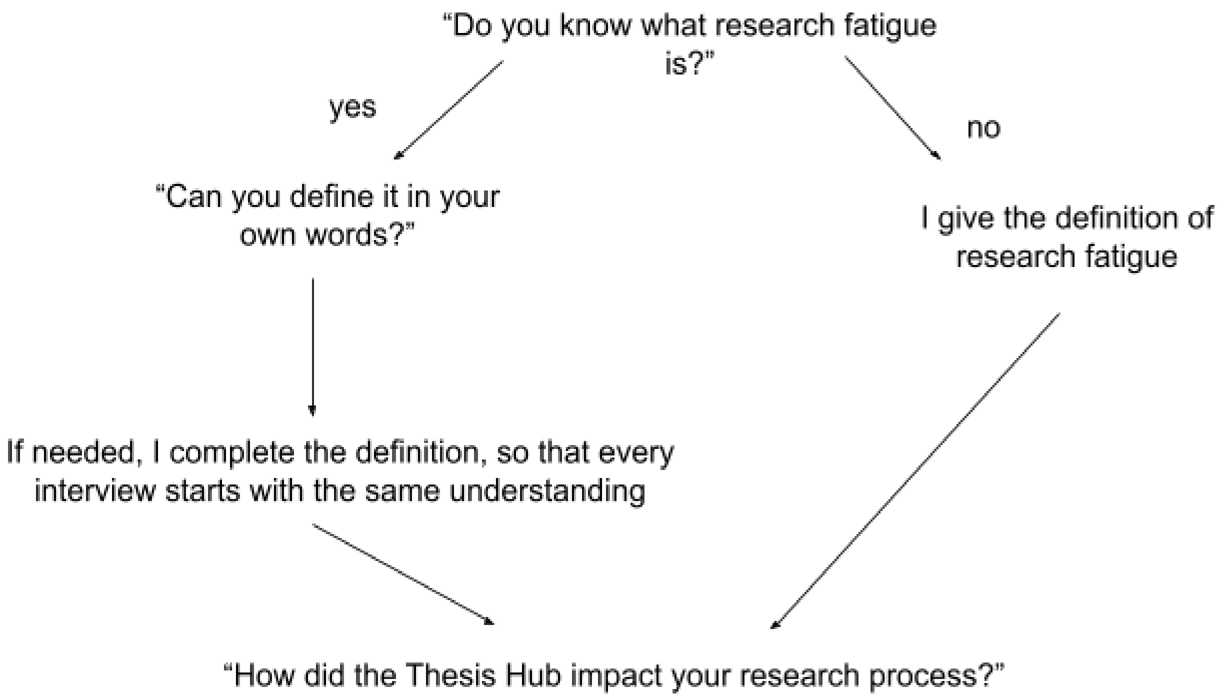

Figure 1: Question tree for the semi-structured interviews

After the question ‘How did the Thesis Hub impact your research process?’ the questions flowed depending on the direction of the interview. Because not every person has the same experience with the TH and with their research process, it was important that the questions remained personal and relevant to the topic we were discussing. I also tried to bring up different aspects of the TH that I noticed were important during the observations. These were the mandatory workshops and their impact, the perceived difference (or not) between working with the TH and working with the university, and if the students followed the progress and potential changes after their thesis was published. However, I only asked these questions if the students had not brought up the topic by themselves. I also finished the interviews by asking one final question, which was “Do you have anything else to add that we haven’t talked about that you find important to mention?”. This allowed some agency for the students and to open up the interview to new knowledge I may have missed as the interviewer.

Furthermore, during the interview, I was using active listening to have continuous engagement with the interviewees (Heron, Kinchin, & Medland, 2018; Merriam & Tisdell, 2015, pp. 122-124). When active listening, not only did I listen to the interviewees answer, but I also made connection, build on their response and acknowledge the feelings they may have in the process (Heron, Kinchin, & Medland, 2018; Merriam & Tisdell, 2015, pp. 122-124). I did this through eye contact, casual nods, and I tried to pick on the other person's body cues to adapt my questions and my body cues as well (Heron, Kinchin, & Medland, 2018). My interviews were mainly conducted in person, however one person was not in the Netherlands, so we had to do the interview online. For her, I had to emphasize the nodding, eye contact and smiles since I couldn’t look at her body language (Merriam & Tisdell, 2015, pp. 115-116).

For the co-creation of the mind map, this was done in two parts. The first part of the mind map was done during the interviews. While we were talking, I was writing key themes down and starting to make connections between ideas. After the interview was done, I stopped the recording, and we moved on to the second part of the creation of the map. I let the person look at the keywords and create a mind map on their own (with my guidance), linking terms together, creating new ones or rectifying others.

4.3.Observations

I conducted descriptive observations to learn how the TH interacts with the students and the stakeholders (Spradley, 1980). It allowed me to engage with the different activities organized, as well as to engage with the participants of the TH (Kawulich, 2012, 153). It also gave insights into what aspects are prioritized and how the TH is organized (Kawulich, 2012, 154). It also gave an idea of what questions should be asked during the interviews to best answer the research question, and it helped guide the research (Kawulich, 2012, 154; Spradley, 1980, 76). The next parts will look at how the data was collected and analysed.

a) Data collection

I decided to conduct participant observations in two different manners. First, I went to 3 mandatory workshops organized by the TH as “a participant as observer” (Kawulich, 2012, 153). I actively participated in the workshops as I was part of the year’s cohort. In parallel, I conducted the observations. People were aware of my position as a researcher. Since I was a part of the cohort, students started to know me and I had to share multiple times what my research topic was about. The mandatory workshops observed were: The ethics workshop; the kick-off meetings; and the method's café workshop. They explore different forms of research and are an opportunity for students to ask question and think deeper in their research process. I kept written field notes during and throughout my observation (Kawulich, 2012, 159).

Second, I was an “observer as participant” in 3 co-creation sessions and the open house (Kawulich, 2012, 153). I was not participating in the session, only an observer, but participants knew that I was conducting research (Kawulich, 2012, 153). I could not actively participate in the different activities, because I was not part of the class nor the neighbourhood. I also did not want to keep my identity as a researcher secret, because my presence would otherwise seem odd, since it was in a small space, were certain groups were expected. I took field notes during and throughout the observations (Kawulich, 2012, 159).

To choose the dimensions of the observations I would focus on, I went to the first co-creation session and took notes of everything around me that stood out (Spradley, 1980). When looking back at the field notes, I divided the notes in main themes, and paid attention to details that could potentially answer the research question. I divided it into four categories. Space, where different components are physically organized; goals that the TH and participants want to achieve; activities that were organized and the sets of actions people did throughout the sessions; actors, the people who were present and interacting with each other (Kawulich, 2012, 159). To keep consistency, I used the same dimensions for all the observations.

Finally, there were two workshops and event I could not conduct an observation on, because the timeline for this research and the TH did not match. I had to finish this research before the workshops happened. They were the science of communication workshop and the final meeting. There will still be a small analysis of these workshops based on the description that the TH gives on their website and through e-mails, and with the slides that were sent to me by the TH. I will mainly be describing these events, but not analysing them, because of a lack of data. However, I find it important to mention them, because they are key events organized by the TH, and they come up during the interviews.

4.4. Data analysis

Starting with the interviews, with the permission of all the participants, I recorded the interviews to be able to look back to make sure I did not miss anything for the analysis. I transcribed all the interviews using 'turboscribe' an auto generated AI transcribing tool (TurboSribe, n.d.). For the analysis of the interviews, I coded the transcripts and created categories (Merriam & Tisdell, 2015, 205). I first looked at the transcriptions, on their own. I highlighted ideas and concepts, adding comments and notes of interesting aspects. I then compared the notes with the mind maps created, slowly forming categories. When this was done for all the individual transcripts and mind maps, I started comparing codes between the interviews. With the creation of the mind maps, the key terms and paths explored during the interview were already visible (Appendix C). It made it easier to look back and analyse the interviews and find patterns. I also looked for outliers to understand how individuals went through their research process with the TH and how it might impact the final analysis. The final step was to regroup concepts and ideas, determining the final categories specific to the interviews.

Concerning the observations, when analysing them, I looked back at my notes and tried to identify patterns (Spradley, 1980). I then crossed references the notes taken during the observation process, with the concepts of research fatigue. The observations were analysed through the physical boundaries, but also through the tools that the TH gave to students. I created multiple categories based on the different sequencing of the observations. If applicable, the observations are described starting with a 'before' section, which describes the goals, the tools and resources received before the sessions. The section after that is 'during', which describes the observation conducted when the session was taking place. To have a full picture, it was important to describe not only the physical space and the tools received during the sessions, but also the information students had received before the session started.

When the individual analyses were put in writing, I was able to find patterns and overlaps that could answer the research question. I used methodological triangulation to gain a comprehensive understanding of the data collected (Merriam & Tisdell, 2015, 252). I decided to separate findings between the four dimensions of research fatigue identified above. In this way, I was able to clearly identify the tools proposed by the TH, and the recommendations and experiences based on the literature.

4.5. Validity and Consistency

Like Merriam & Tisdell (2015) explain, qualitative data does not seek universal "truth" or reality, but to understand the perspectives and approaches of the people involved. Furthermore, human subjects are constantly moving, and it is difficult to have clear reliability, because individuals and behavior can change over time and space (Merriam & Tisdell, 2015). Merriam & Tisdell (2015) suggest looking at the constancy of the methodology, rather than the extent to which the methodology is replicable. Nevertheless, the results need to be valid and consistent, which are points I will elaborate on in this section.

For internal validity, I used triangulation of methods and data (Merriam & Tisdell, 2015, 244-259). I was able to sustain the findings of the interviews with the observations. I also conducted the observation of the co-creation sessions across different times, to cross-reference the validity of these observations. Furthermore, with the co-creation of the mind-map, I was able to take into account biases I may have, and reduce the risk of misinterpretation, by using respondent validation (Heron, Kinchin, & Medland, 2018; Merriam & Tisdell, 2015).

Besides, since this study is a case study, the goal is to understand the particular aspects of the TH, and not to apply the findings of this study to other situation. The results are specific to the TH's case, and are not meant to be literally applied to other projects with different contexts. However, I increased the consistency of the methodological process with the use of triangulation and consistency of the key factors observed (Merriam & Tisdell, 2015, 252). With the use of notes and research journals, I was able to prepare in advance the key questions and factors that guided the observations throughout the different sessions. The interview participants were also not randomly selected for maximum variation (Merriam & Tisdell, 2015, 257). Interviewees came from different schools and different years, allowing for a wide range of different cases and perspective and create more transferability of data (Merriam & Tisdell, 2015). Nevertheless, this case, more than being used to generalized findings, is meant to participate in the accumulation of findings, by analysing the tools used by the TH and comparing them with the tools developed in past research done on research fatigue.

4.6. Ethics and positionality

First, I have sent a proposal to the ethical supervisory board of Leiden University College, to make sure my methodology was not breaking ethical boundaries since I worked with human subjects. It was accepted. Before using the TH as a case study, I asked for their consent and agreement. The TH signed a consent form, consenting to be part of a case study (Appendix A). They were aware of my position as a researcher when conducting observations. Furthermore, students who were interviewed also signed a consent form and were able to choose if they wanted to stay anonymous or not (Appendix B). For both students and the TH, I gave them the option to receive my final research when it is completed to allow for continuity and potential follow-ups.

Second, when conducting my methodology, I had to make sure to not create research fatigue for my participants. As a researcher who is conducting research on research fatigue, I gained in depth understanding of the different concepts. Thus, I held some knowledge power over the participants of my research (Marina Apgar, Mustonen, Lovera, & Lovera, 2016). The co-creation of a mind map, was used as a tool to mitigate the difference of power between me as a researcher and the participants (Heron, Kinchin, & Medland, 2018; Marina Apgar, Mustonen, Lovera, & Lovera, 2016). Together, we were able to create and build knowledge that fit with the participant's reality (Heron, Kinchin, & Medland, 2018). Each interview was supposed to be different, since the combination of my knowledge and experience will be added to the interviewees' knowledge and experience, creating new knowledge each time. The words said during the interview were not set in stone, making sure that the interviews were not taken out of their context. The interviewee were able to look back and correct some of the thoughts they may have said and rectify misunderstandings. Before, ending the interviews, I made sure to receive their full consent before publishing their concept map in this paper.

5. Findings

5.1. Interviews

The analysis of the interviews brought forward three main categories. First, despite finding it hard to find participants, the Thesis Hub (TH) helped connect students with each other and the different communities. Second, the TH created guidance for the students, throughout their research process. Third, the TH created awareness on ethics and methodological approaches students could use for their research. The analysis shed light on patterns, but also on the different experiences the students had been through with the TH.

a) Connecting different groups

Students interviewed expressed that the TH made certain structures and groups of people more accessible for students to reach. Interviewees said that they could create connections among people, and were able to reach certain groups, that might have been inaccessible otherwise. Especially for a student that may be unfamiliar with the neighbourhood that they are studying, the TH is able to point towards the right people and create links that may be unachievable otherwise. *"They are really engaged with the community"* says interviewee 1. Interviewee 4 had to do their research during the COVID period. This made it extra challenging for them to reach people. However, the TH really helped direct them to the right groups. They were the only interviewee who did not partake in any workshops organized by the TH. So for them, the TH's main strength was helping them reach people and connect with stakeholders.

Nevertheless, despite facilitating contact, all the interviewees struggled with finding people to interview, or even connecting with stakeholders. The *"language barrier", "cultural differences", "age gap"* or *"lack of credibility"* between the students and their research participants, made it difficult for them to maintain contact and find individual people to interview (Interviewee 1, interviewee 2 & interviewee 3). For interviewee 3, the initial contact with one stakeholder was very easy. They were able to talk to them during the kick-off meeting. However, when trying to reach another stakeholder for further insight, the communication was poor. They did not manage to find time to meet in person, because the stakeholder was very busy. They were only able to e-mail with each other, but *"it's just really easy for things [to be misunderstood] and nuance to get lost"* (interviewee 3). For interviewee 4, it was difficult to reach the right people for their topic:

> *"You also want to speak with the inhabitants of certain neighbourhoods and community centers, the people with, I call it the big mouth, because they are*

responsible for [the community center], they are mostly the leader of a community center." (Interviewee 4)

In this case, interviewee 4 highlighted the difficulty to reach certain people who may have valuable insights, but who have less time to give or may be more fatigued than others. This led to data that was one-sided, which made it more difficult to have a diversity of opinions and thoughts.

b) Guiding the process

Furthermore, the TH plays a role in guiding students during their research process. They provide subjects to focus on, workshops and expertise. However, not all students perceived this guidance in the same way. For interviewee 3, the guidance provided by the TH helped them narrow down their subject. They explained, that it prevented them from creating more fatigue among stakeholders, by orienting their methodology and the groups they would focus on:

> *"We talked about this. [People from the Thesis Hub told me] you shouldn't do anything with the migrants themselves or vulnerable groups like homeless people. So that helped me focus more on the social housing, who's not a vulnerable group." (Interviewee 3)*

Despite that, the guidance came a bit late for them. They appreciated the workshops and the support, but it did not change their research process. *"I don't know if at this point in my bachelor's, I would have changed that either way."* (Interviewee 3). They expressed their lack of time and expertise, which made it difficult to change their way of doing research, in such a short time frame.

Furthermore, despite seeing the good things that came out of being with the TH, interviewee 2 also expressed the extra work that it created for them. They explained:

> *"it's one more thing to work on. You have your thesis, but then you have to go to these workshops. I have to do this presentation. I have to do this… You know? it's like extra work at the end […] it was limiting for me because my research didn't end up how I want it to be." (Interviewee 2)*

For them, this also was combined with the lack of data they were able to access. The TH is an institution that requires extra work, that others might not have to do if they do their research independently. This was mixed with a demanding university supervisor that provided little guidance for their methodological process. However, for Interviewee 1, they really appreciated the structure of the TH. For them, it really helped guide their process and methodology: *"At the same, [the TH made me] a little bit more aware, but also helped me and supported me in finding my methods to reach people"* (Interviewee 1). They got further insight in the neighbourhood, the group they were studying and the different methodologies that would work well within their context. Structure that she did not receive through university.

In the end, all four students had a different experience with the structure of the TH. This can bring up some limitations, where it becomes difficult to cater to every student's needs and ways of working. Especially since the TH has to cater to three different universities. However, this is also where the universities and research supervisors are supposed to intervene in helping the student reach their research potential. All the interviews highlighted the lack of guidance from university during their research process. Like said above, a lot of students struggled to find people to interview for their research. However, all explained having received little to no guidance concerning different forms of methodologies. Being with the TH highlighted this lack of help from universities. For example, interviewee 2 says:

> *"there's a lot of this lack [of guidance and help] to be honest, where it's very much centerd in like you're doing your thesis for yourself, which you are, but if you're doing it about a certain group of people, I definitely think that these are conversations we should be having." (Interviewee 3)*

In this way, the TH not only connects researchers with stakeholders, but also fulfills the roles that students wished the universities would fulfill.

c) Creating awareness

Not only does the TH connect and guide students, it also permitted students to be aware of certain mechanisms and ethical questions. All the interviewees were able to give me somewhat of a complete definition of what research fatigue was. For some, the TH had warned them about the risks of research fatigue for their participants, and they were able to take that risk into account when conducting their research (interviewee 1, interviewee 3, interviewee 4). Interviewee 1 summarized it well, which also resonated with the 3 other interviews:

> *"[the Thesis Hub] definitely helped me in first of all, being aware of that possibility of research fatigue, because they, of course, [the TH] are experts in the community, they have dealt with a lot of research processes. At the same time, I feel that they were also a point of support and a possibility for me to overcome this barrier of research fatigue, because they have a different position as me, you know, me, I was just another researcher." (interviewee 1)*

For interviewee 4, this awareness helped them define their methodological choice. They knew that reaching individual people for interviews would be hard because of the fatigue, so they decided to have unstructured conversations with the people of the neighbourhood. They brought coffee, sat in community centers and started engaging with the people who were already in the community centers.

> *"I really wanted to be the boy from The Hague that will come in for coffee and talk about the city and the neighbourhood [...] I wanted to create a connection [between their research and the people living in the neighbourhood]" (interviewee 4).*

Through the TH, students became more aware of their position and power as a researcher, and the risks of fatigue that their research could bring to the communities.

Beyond awareness of research fatigue, the TH, through its workshops, also helped make the students aware of the different ways of conducting research and methodological approaches. Interviewee 3 explained how the ethics workshop made them think about their positionality and power as a researcher.

> *"I thought, OK, I know everything about ethics, it's fine. But somehow it still sparked a lot in me, and I think it raised a lot of important questions." (Interviewee 3).*

For interviewee 3, it made them rethink the people they wanted to involve in the research. They decided that they did not want to take a methodological approach that would need to involve the people of the neighbourhood. Instead, they decided to reach out to other less vulnerable groups, and use the data already available, instead of creating their own data. Interviewee 3 also shared how they *"felt inspired"* to look into different forms of methodologies after the Methods Café. However, interviewee 3 also mentioned that this awareness came a bit late in the research process, which made it hard for them to switch their methods around:

> *"I think it would have been more helpful if I had felt this way at the start of my project, because I felt more lost designing [my methodology] on my own." (interviewee 3).*

Similarly, interviewee 2 also felt a gap when doing their methodology. They acknowledged that they learned a lot during the workshops, but then *"applying it was a bit harder"* (interviewee 2). Interviewee 4 shared this struggle when analysing their conversations. They really enjoyed the process but, *"it was a bit complicated to do this unstructured conversations"* (interview 4). Despite gaining awareness and using different methodology to reduce fatigue, students still struggled to implement the strategies in practice.

Despite some interviewee feeling lost during their research process, the awareness can continue beyond the thesis. Interviewee 4 shared the impact that the TH had in their current job.

> *"I did a participating project [in] a totally different neighbourhood. But that was more structured. But we also went to a shopping mall and just talked to people. That was really nice. And that was kind of the same way I did it [in my thesis], but then with an [official] patch. And that's really important, right? So you're standing there with a nice patch and a questionnaire. But I also wanted to do it like [my thesis]. So most of the time I just put the questionnaire away and just like that. But this is still really different." (interviewee 4).*

This was a very interesting comment where interviewee 4 shared the continuity that they created between what they learned with the TH and their current life. Despite acknowledging the big difference between being a student and an official representative, they also saw the ways that the TH had impacted their way of talking to people when conducting research. Despite this aspect only being relevant to interviewee 4, this can show how the awareness brought by the TH, can also be applied beyond the boundaries of the TH.

5.2. Observations

a) Co-creation sessions

Details: Three co-creation sessions were organized in collaboration between TU Delft and the TH. These co-creation sessions were in partnership with a class in TU Delft called “Social Inequality in the City, Diversity and Design” (Scriptiewerkplaats, 2024). This class had as a task to redesign the community center ‘Buurtvrouwenhuis’, located in Moerwijk, with the goal of making it “more attractive for local residents and better utilized” (Haag Wonen, 2024). Every co-creation sessions had different students attending and organizing it. The students, all from the same class, were organised in different groups, mixed between students of migration studies to architecture students. There were also a mix of Dutch speakers and English speakers. Students were able to organise the event, to get the people from the neighbourhood's opinion on what they would like and not like to see in the new community center. The ‘Buurtvrouwenhuis’ is a space where people from the neighbourhood organize activities together, and a space to hang out and meet people from the neighbourhood (Haag Wonen, 2024). It is thus an important location for community bonding, and facilitating social relationship. During the sessions, community members proudly showed us their appearance in the local paper, and the creations they had done during and art evening. It is thus a very important place for the people of the neighbourhood. The housing company had decided to renovate the location, and had tasked TU Delft to provide different architectural propositions. There was thus budget allocated for the project, although there was no timeline for the finality of the constructions.

Before the sessions: Before the day of the co-creation session, some flyers were passed around, explaining what the point of the sessions was, and by promising free food and drinks during the sessions.

During: The co-creation sessions were all conducted in the community center, where the student's had multiple ways of getting people's opinions. The first tool used were vision boards with different pictures. The goal was to encourage people to write down what they liked, disliked and things they would want to change. The posters stayed in the community center for a month and were available for people to write on, outside the co-creation sessions. The second tool they used were unstructured conversations with the people of the neighbourhood who came in the 'Buurtvrouwenhuis'. The goals of these sessions were to directly speak to the people, using the space that was going to be renovated. The 'Buurtvrouwenhuis' remained unchanged throughout the sessions. In that way, they were able to gain direct input and propose relevant changes to the people occupying the space, which made it easier to visualize for both the students and the community members. The next part will look at each session independently.

1st co-creation session, 14/03, 17:00-20:00 – Two different moments can be distinguished. The first part was the first contact, where students started conversations with the people of the neighbourhood. Actors were separated between community members and students, often sitting together on one side of the tables. Students were all taking notes, and seemed very engaged, asking a lot of questions. The second part became more informal when everyone gathered to eat dinner together, continuing the conversations over the dinner. Students and community members mixed up more, and the conversations switched between small talk and the actual research. Students took fewer notes, and the conversations seemed more familiar. The main language used was Dutch, as a lot of the community members spoke little English. The TH had offered dinner for everyone, whether they were conducting or participating in the research. There were also beverage available all throughout the sessions. The food was catered by a local caterer of the neighbourhood. This gave work possibility for local groups of the neighbourhood, and they were also able to participate in the co-creation sessions. In total, there was 8-10 people from the neighbourhood that joined the co-creation sessions.

2nd co-creation session, 21/03, 9:00-12:00 – For the second session, they tried a different time slot, in order to get a diverse range of people of the neighbourhood. They also offered sweet snacks as well as coffee and tea to encourage people to come. This was again organized with a different local caterer service. However, for this session, no one from the neighbourhood came. Students decided to speak with the social workers present, helping them find a way to reach community members. Students then went directly in the streets to ask their question, or to invite the people they met to the community center for a chat. This was done with little success. Some students talked to people directly in the streets, and others rang doorbells. However, at that time of day, most people were either working, at school or going on about their day, and thus not available to answer questions or talk about their experiences. Some students still managed to gain input from some people on the streets, and others promoted the final co-creation session.

3rd co-creation session, 28/03, 17:00-20:00 – The final session was similar to the first co-creation session. Dinner was also served, with a different catering group, and there were multiple forms of engagement between the students and the community. The session went similarly to the first session, where students had informal conversations with the people of the neighbourhood.

However, this time, there were double the amount of people compared to the first session. Word from mouth to ear spread around the neighbourhood, from both community members, but also from students going around the neighbourhood during the second co-creation session. The discussions were also mainly in Dutch.

During the co-creation sessions, some community members expressed being afraid that this project would never end up succeeding. Some were very sceptical, and waiting for results before being convinced about the project. For them, there were a lot of distrusts in the institutions in place, and very little beliefs that things would change. However, the people using the community center were very eager to speak to the students and share their experiences. For students coming in, some felt happy to provide research that would be helpful for the community. They enjoyed the co-creation sessions, because it allowed to create a connection with the people of the neighbourhood. However, for others, they expressed that they felt they were thrown into the sessions with little background information. They were brought with a negative perspective of the neighbourhood before going in. They felt like the assignment portrayed the community as needing to be “saved”. There were mixed feelings coming from both the students and the community members during the co-creation sessions.

Open House, 02/05, 14:00-19:00: Following the three co-creation sessions, the class had two presentation of their research. One at TU-Delft done by the students, directly to the financing stakeholders, and one in the neighbourhood organized by the TH and social workers, open to all different stakeholders, from residents to local professionals. For this day, the TH and the social workers flyered 1000 papers and put up 10 posters around the neighbourhood, encouraging people to come to the open day. They also posted the open day on LinkedIn, Facebook and Instagram, using both the physical and digital space to promote the event.

When I attended the open house, the whole center had been decorated, and there was music, as well as food and drinks spread around the center. After 17:00, they also proposed soup for the people wishing to have dinner, encouraging participation to come. The student's project and propositions were postered all around the community center in relevant rooms where the changes were proposed. There were not only designs of the community center, but also activities the center could host. Everyone, even the workers, were invited to take a sheet of paper, walk around the center and vote for their favorite designs and activities. The different suggestions were numbered, and residents had to tick off the numbers they preferred. The questionnaire were all in Dutch. This was an interactive open house, where people from all ages attended. Children were running around and could also participate in making decisions in what activities they would want in the community center. They were also able to do drawings inside the community center. However, during the time of the observation, none of the students who participated in the project were there.

On that day, we could envision how the 'Buurtvrouwenhuis' could look like after the renovations. There was a shocking difference between the co-creation sessions and how the community center was on the open day. The 'Buurtvrouwenhuis' felt more alive and people from the neighbourhood were talking, laughing and coming together in that space. Everyone was mixed together. Both the outside and the inside of the community center were decorated and had people around. From all the observations, the center was the most colorful and alive on that day. The TH and the social workers had put a lot of effort into making it attractive for residents to join and participate.

b) Ethics workshops

Before – Before the ethics workshop, everyone received an e-mail with all the necessary information (time, date, location), and explaining the purpose of the workshop, and some literature students were expected to read. The TH described the purpose of the workshop as:

"What does it mean to do ethical research? To create awareness in each student of the responsibility they have when conducting research, both in qualitative and quantitative research methods. Here components such as privacy policies, data storage, sensitive topics, and giving back to your participants, among others, are covered in the workshop." (Thesis Hub, 2023, 4)

The students were also asked to read 2 articles. One on research ethics (Lee Ann Fujii, "Research Ethics 101: Dilemmas and Responsibilities") and the other one on the concept of 'Othering' (Nanneke Winters, "Following, Othering, Taking over-researched Participants Redefining the Field through Mobile Communication Technology"). This was done through the digital space.

During – The workshop was done on the 15th of March, from 9:30-12:00. The workshop was conducted in English, in the neighbourhood of Moerijk in a youth knowledge center called Block 33 (Block 33, n.d.). The session was conducted in a room separated from the rest of the knowledge center. Two professors from the International Institute of Social Studies gave the workshop with a presentation. The first professor was explaining ethics inside research as a broad concept. He explained the requirements in conducting ethical research, like signing the consent form, but he also tried to dive deeper into the question of positionality. He also talked about the risks of manipulating results and how one could go around those risks. The second professor used her own research to explain the risks of 'othering' and the damage research could create for participants. She explained the harm research could cause to communities, if it re-enforces stigmas and does not expand on the mainstream understanding of the studied places. In both cases, they mentioned the risks of research fatigue in the neighbourhood of The Hague Southwest. Both professors were experts on their subject.

Furthermore, the professors not only presented their topics, but they also engaged with students, by asking questions and encouraging students to participate. They also tried to make the student's think about their own research, their positionality and the power dynamics that exist. They did so by doing a practical exercise in groups where students had to identify where power dynamics could appear in their research process. The professors were standing in the front of the room, while the students listening and engaged sitting in the back of the room. Snacks and drinks were available for all during the session. At the end, there was time for students to ask questions and for more informal conversations with the professors. Finally, students who had signed up for lunch could have lunch in Block 33, where caterers had provided food.

c) Kick-off meeting

Before - Before the kick-off meeting, everyone received an e-mail with all the necessary information (time, date, location), as well as an explanation on the purpose of the workshop. The TH describes the purpose as:

> "A first contact/networking event between all relevant stakeholders where the research proposals of the master students are discussed in terms of content. This contact event ensures the social relevance and correct fit of the research proposal on the one hand, and allows the student to get the right contacts for his/her research on the other hand." *(Thesis Hub, 2023, 4)*

During - The kick-off meetings happened on the 28th of March from 10:30-17:00. The meetings were separated in two groups that lasted 3 hours, the morning was for bachelor students, and the afternoon was for master students. The meeting was done in the 'Creative Muslim Club', a space dedicated for the Muslim community, who organize and creat events in the neighbourhood of

Bouwlust en Vrederust. One person from the Creative Muslim Club gave a presentation of the space, and provided tea and coffee throughout the session. The chairs were arranged in a semicircle around the front, where one person would present at a time. The space was mixed between students giving their presentation, and stakeholders.

This was a space for students not only to present their research, but also to gain some insights on what the stakeholders thought about the project. Stakeholders had time at the end of the presentation to give feedback and ask questions. They also filled out a sheet where they could write down their suggestions and comments for each presentation. Everyone were able to listen and ask questions about the different research. This was a collaborative session, where everyone was able to learn from one another and deepen their understanding on a particular topic. There was also some time, after all the presentations, for some informal conversations. Students and stakeholders could reach out to each other, ask further questions and even exchange contacts.

d) Workshop Method Café

Before – Before the method's Café workshop, everyone received an e-mail everyone received an e-mail with all the necessary information (time, date, location), explaining the purpose of the workshop, and some literature students were expected to read. The TH described the purpose of the workshop as:

> *"To encourage students to use research methods other than surveys and semi-structured interviews for her/his thesis. Which methods work best for your target audience? You will engage in discussions with various experts who will share their experiences. Research methods such as photo-voice, art-based workshops, focus groups et cetera will be covered." (Thesis Hub, 2023, 4)*

Five different reading were shared beforehand. Two specifically on art based methodologies in quantitative research (Susan Finley, "Arts-Based Research" and Kelli Rose Pearson & al., "Arts-Based Methods for Transformative Engagement"). Two were looking into the ethics of visual methods (Kristien Zenkov & al., "Shooting back and 'looking for life' in the USA and Haiti" and Paulo Freire, "An excerpt: The 'Banking' Concept of Education"). The final article was specifically on focus groups (Janet Smithson, "Focus groups"). This was conducted on the online space.

During – The Method Café was organized on the 13th of April, from 9:30-12:00. The workshop was conducted in 'Schouwburgstraat', a Leiden University building located in the center of The Hague. Four experts gave a presentation of their particular methodological approach. The group of students were divided in two. After 1h, students would all rotate to another presentation. One of the first presentation was about linking art and research. Instead of giving a presentation, the expert gave the task to do a visual exercise. Students had to draw their relationship with art on a piece of paper. While doing so, she proceeded to explain, through storytelling, the power of art in research. The second presentation was about co-constructions of mind maps, as well as deconstructing preconceived understanding of maps and ways of creating connections. Through different interactive exercises, students were encouraged to create new connections and broaden their understanding of participatory methodology. The expert emphasized on creating connections and continuity with communities. The second round of presentation were first specifically about ways of conducting focus groups. The expert gave advice on shaping research questions and engage individuals in a group setting. Finally, the last presentation was about participatory action methodologies. He explained the ways students could engage with members of a specific community, so that they would have agency in the outcome of the research. He also presented visual technics to engage with communities, and used the example of photo notes. The timing between presentation was very short, and there was little time at the end to engage with experts in a more informal way. The session was really focused on the presentations themselves.

The different workshops dived into different concepts like agency, bias and assumptions or power and hierarchy. They also put an emphasis on the act of care in research, accountability and consent. This workshop not only allowed students to access different forms of methodologies, but it again, questioned ethics in research. Students were encouraged to think about their own research, and question the preconceived notions they may have had on research and communities. They were also encouraged to connect with the people they were researching and explored ways to give more agency to the communities being researched. Where communities are not only passive participants, but have an active say in the outcome of the research. Even if the messages were similar among experts, the way of converting that message was different. The first two presentation were more participatory compared to the two last presentations. The two experts made the students actively engage with ideas and concepts. The two last presentations were more teacher-student base, where students ask questions and the experts shared their knowledge. Nevertheless, both allowed for questions and time for students to reflect on their research.

e) Other sessions that were not physically observed

The next mandatory session students would have to participate in, would have been the Science communication Workshop on the 17th of June, located in Spui in the center of The Hague. The TH describes this session as:

> *"Conceptualize (part) of your research results to a communication product for a target group other than academics: for example, how would you present your research results to your participants/residents in The Hague Southwest? We will discuss, among other things, the purpose, audience, format and message of*

communication purposes. The workshop is given in part to Julie Schoorl of Leiden University, Science Communication and Society. A policy officer joins her to highlight the practical side of policy notes." (Thesis Hub, 2023, 4)

This is the final workshop organized by The TH. Students will be taught to transcribe their data and results into a different format than an academic research. Students will also be taught to create a policy brief to create realistic action points to implement. This has the goal to teach students to turn their research into actionable change.

The final event is the closing event on the 10th of July, from 10:00-13:00 at 'BLOCK33' in Moerwijk. The TH describes this session as:

"Closing moment to present research results and communication products to relevant stakeholders. The meeting creates the space and opportunity to interact with each other to share integral knowledge. In preparation, students and pitch their research in a 1-2 minute video. This is shared with stakeholders at the front end so they can decide which tables they want to join." (Thesis Hub, 2023, 4)

Stakeholder and students will be present in the same space, similarly to the kick-off meeting. Stakeholders will have the opportunity to walk around, choose which students they want to talk too, and ask questions. Students will put in practice the tools they learned during the science communication workshop to communicate their research to stakeholders. The TH decided on the meeting day during the ethics workshop. On a board, they had three dates which students could choose from. The final date was decided based on that choice. Unfortunately, the date does not suit everybody, and some students will not be able to attend the meeting. However, students have a possibility to join online.

5.3. Analysis based on each dimension of research fatigue

Following the initial research question, 'how does the Thesis Hub reduce research fatigue?' the final analysis will look back at the dimensions of research fatigue and see the tools and mechanisms the TH have in place that converges with the four dimensions. The interviews and observations will be combined and interlinked, to reveal the mechanisms the TH put in place that reduces the risks of research fatigue.

a) Practical costs of participants

To reduce some of the costs associated with participating in research, the TH provides food for participants during the research process. This was especially the case for the co-creation sessions, where not only snack and drinks were available, like in the mandatory sessions, but dinner was also provided. The participants did not have to think about preparing their own dinner after the sessions. This gives more opportunity for people to participate in research, because it reduces the time taken away to participate. People can participate in research during their dinner time. Furthermore, by providing food and hiring local caterers, this meant that more people from the neighbourhood could participate in the research while being compensated for their time. The caterers first came to work and provide food, but they were also able to participate in the research as members of the community. The TH also switches caterers between days to allow multiple groups to have work opportunities. In this way, both parties benefited from the day. The researcher have people available they can talk too, and the catering group are offered a job. They are thus more likely to help with research.

Moreover, the TH provides location in the different neighbourhoods they worked with. By providing space for students to conduct their interviews and focus groups inside the different neighbourhoods, this helps reduce the travel costs for participants. Since the target group is located in The Hague Southwest, providing space in that area can help accommodate participants. Participants do not have to pay a fee to travel to the interviews or focus group. They also have less travel time, which means that they can go back to their families more easily. By providing both space and food, the TH is able to reduce the costs of participating in research.

b) Perception of relevance of the research

The main tool used to increase the perception of relevance of the research for participants when participating in research, is the connection the TH creates between the student's conducted research and stakeholders. The TH acts as a bridge between research and stakeholders. Students have to choose a topic provided by stakeholders. In that way, it is not the researcher who only decides what is important to be studied, but stakeholders have a voice in the research agenda. Because stakeholders have a say in the research process, it can create more incentives to participate in the research process. With the help of the TH and the stakeholders, students are able to reach their participants more easily. This was highlighted multiple times in the interviews.

Additionally, stakeholders are present multiple times during the research process, giving more agency to stakeholders. Stakeholders are present at least two times during the research process. Both meetings are catered so that students can ask questions, feedback and gain input from stakeholders. For the kick-off meeting, stakeholders have a platform to express the outcome they would want to see in the research. For the final meeting, stakeholders are able to see the results of the research, potentially leading to actionable change. This was also seen during the co-creation sessions, with the open house. Participants were able to see the final product created by students and have agency in the changes they favored for the future community center. Making stakeholders and participants active members of the research process gives agency to stakeholders. This can also help balance the power dynamics that may exist between the researcher and participants. Not only does it give agency, but it also creates continuity for the communities. Stakeholders are able to follow the process and the final results of the research. Moreover, with the science of communication workshop, students are able to learn how to effectively deliver their research to non-academic stakeholders. Students are guided and given tools to explain their research and create relevance for stakeholders. Stakeholders can then see what potential changes the research could lead too, which can then create more trusts between research institutions and communities.

c) Redundancy of research

The main tool used by the TH to reduce redundancy of research is the transparency and availability of data of past research. The TH makes past research available to all on their website. Students are able to see the data already available, making it easier to identify questions and research gaps. Students are able to build on the knowledge already available, and create collaborations. For example, during the kick-offs session, one person presented their research on parental engagement for Polish parents. This research was a succession of someone else's research also on parental engagement but for a different area. Some students also collaborated on research about a swimming women's groups. They had the same topic but took different approaches and focused on different areas. They were thus able to collaborate with their methodology and during their research process, helping reduce the redundancy of research.

Finally, the TH helps guide students in their research process. During one of the interviews, a student said that they were "just another researcher". This is an interesting quote, because this phrase could have been said by an over-researched individual. However, the interviewee continues by saying that they felt supported by the TH and experts during workshops, who could help them fins solutions when working with over-researched communities. With the Methods Café, for example, students are able to explore different methodologies, that can make research more interesting and seem less redundant for participants. By guiding students in their methodological process and in their ethical dilemmas, the TH is able to help mitigate the risk of redundancy of research. Moreover, guiding students to give a presentation about their research to the stakeholders, allows the stakeholders to see the potential difference and outcomes of the research. Stakeholders are also able to voice their opinions and questions, allowing for more agency. It may also help fatigued communities build trust with research institutions, as they are able to see the different steps and outcomes of the research.

d) Negative experiences associated with research

The TH is not catered to solve past issues with research. This means that if harm has been done, the TH is not an institute made to take away the harm created. However, the TH can reduce the harm that can be created through new research.

To reduce the risks of harm, the TH not only connects with communities, but also guide students and create awareness around ethics in research. The workshops give an opportunity for students to talk to experts about their research and the methodology they plan on conducting. For some it was new knowledge, for others it was an important reminder. Explaining important concepts, like “othering”, are particularly important when working with vulnerable communities. These are also concepts that may not have been known before and that challenges the preconceived ideas students may have about research. All the workshops give a critical perspective of research, challenging the normative way of doing research. The TH in a way completes the knowledge that some students may have not received in university. When asked in the interviews if students felt that they lacked knowledge about ethics and other less mainstream form of methodologies, all students agreed that the workshops given by the TH were necessary. They wished their university would have taught them this knowledge before they started their research. Despite the knowledge given by the TH, it ended up being knowledge taught too late. Students had difficulty applying the learned knowledge to their current research. Nevertheless, like for interviewee 4, this knowledge stayed with them even after his research was done and in their professional career.

Additionally, not only does the TH provide space, but the TH also actively takes the students to go to different spaces in The Hague Southwest. The workshops and sessions are organized in various locations around The Hague, centered around The Hague Southwest. Students are thus able to speak to people in those spaces, not only for research purposes. Students also have more of a sense of familiarity in those neighbourhoods, encouraging them to come back to the spaces available to them. When students participate in the life of the neighbourhood, they become more familiar with the people of the neighbourhood, creating more connections outside of research purposes. This can create help build trust in researchers, and reduce the strangeness of researchers. The researchers are not the only one providing help, but the different groups around The Hague Southwest can also provide their help through hosting and organizing the space for the workshops to happen.

6. Discussion

6.1. The Thesis Hub as an innovative solution against research fatigue

As shown in the Findings, the Thesis Hub (TH) provides innovative solutions that tackle research fatigue by creating connections and building trust between community members. By being a bridge between stakeholders and researchers, the TH is able to create institutional engagement (Ngui, 2020). Depending on the research, stakeholder engagement vary between non-participation and symbolic participation (Leavy, 2022). Students are given access to different knowledge, between experts to stakeholders and community members, and are encouraged to critically reflect on their research. Stakeholders are involved and are able to voice their thoughts on what they consider relevant research, thus reducing waste and increasing relevance for participants. Stakeholders are involved at multiple stages of the research project. Like cited in the literature review, this can help increase trust and create continuity between research institutes and communities, reducing research fatigue. By making research accessible for community members, participants are able to see and understand the results presented. It not only provides transparency for participants, but also gives them opportunities to voice their opinions and decide on paths towards action. Research is thus more likely to lead to actionable steps and results for communities. If the TH is able to hold long-term collaboration with its partners and stakeholders, they are more likely to create long term changes for communities and reduce research fatigue.

The institution put in place by the TH could be replicable in other areas where research fatigue is an issue. A lot of tools can be used in other institutes and other areas. Based on the findings, the main strength that should be reproduced is the partnership created between research institutes and stakeholders. Like cited in the literature review, when there is a lack of trust from participants towards researchers, it could be built back up if more institutions connected with communities and stakeholders, creating less fatigue for over-researched communities. Other institutes will have to make choices depending on the area they are focused on, and the TH cannot be taken out of its context. The TH has been build up with stakeholders and different community members over the years, so the solutions put in place are tailored to The Hague Southwest. Nevertheless, the connection built between research institutes and communities should be reproduced and adjusted depending on the context. Knowledge institute and stakeholder collaboration holds a promising path towards reducing research fatigue.

6.2. Paths for improvement

The TH is a promising institution, who give a lot of tools to researchers, that mitigates the risk of research fatigue. However, some aspects can be deepened and improved, both for the TH, but also for knowledge institutes.

First, more practical tips could be given to students in order to engage with communities. Indeed, despite the help from the TH, all the students interviewed struggled to find participants. For example, the TH could encourage students to participate in activities with stakeholders, outside their research. By showing students actual ways they can interact and give back to communities can be a way to give implementable tips for students. Pagano-Therrien & Sullivan-Bolyai (2017) highlight that it was easier to reach youth with chronic illness, because they conducted their research at the same time as the participant's medical exams. In this way, research was implemented in the participant's routine, and did not take away more of the participant's time (Jacquet, Pathak, Haggerty, Theodori, & Kroepsch, 2021). Some students participated in a gardening session for the co-creation sessions. This is a great first step where students are able to engage with community members and give their time to give back to the community. For the students, it is also easier to access participants, and it creates connection and trust. Like cited in the literature review, researchers become less of a stranger and there is further collaboration between participants and researcher. This also allows researchers to integrate in the communities, making the participants be less perceived only as data, but as complex humans with knowledge to give (Bosworth, Campbell, Demby, Ferranti, & Santos, 2005). However, this participation was only briefly highlighted in the student's report. More of these initiatives should be encouraged, which could increase the trust, deepen connections with stakeholders, and creates links between research, people and culture.

Second, the continuity and result evaluation could be improved. Students interviewed left their research after they were done, and there was little to no follow up. None of the interviewees from past cohorts knew if any change was happening in relation with their research. Continuation with the stakeholder or communities should be encouraged. One solution could be to provide some database, where stakeholders are able to show and evaluate changes made because of the research done. Participants could be able to see the progress their participation contributed to. Since the TH is still young, a long term plan could be to provide a database. This would add to the transparency and allow to visually show changes both for community members and for future researchers, encouraging long-lasting collaborations.

Finally, there is a need for research institutions to provide more guidance and awareness for students during their studies. Indeed, like highlighted by the interviews, the TH is an institution that works on a short timeline, often coming in too late for some students. The TH in its current capacity should focus more on creating connection and trust with stakeholders. Universities should provide the adequate resources for students to conduct research ethically and with a diverse range of methodologies. Instead, universities tend to mainly teach one way of conducting research (Tuhiwai Smith, 2021). For some students, the workshops were an important reminder, but for others, it was new information. Like highlighted by interviewee 2, one workshop is not enough for students to assimilate the concepts, creating difficulty when wanting to put in practice the learned knowledge. The TH ends up being too late and students do not have enough time to question their positionality on research. The same goes for methodologies. Like highlighted by interviewee, 3, students may be interested in the different methodologies, but may not have the time to change their methodological approach. Having to conduct ethical research, finding respondents and finding creative ways to conduct the interviews that may prevent harm, are a lot of components to think about in a short time frame. In the end, student's need to hand in a thesis that fits certain requirements. There is little room for long-term projects inside universities, making it difficult for researchers to continue their collaborations (Erasmus University, 2024). As much as the TH may want to be critical, they also have to work within the university systems. Institutions should also think critically about the content of their course and their own positionality, taking active steps to reevaluate and implement change for their knowledge creation.

6.3. Limitations and further research suggestions

First, it is important to acknowledge some of the limitations of this research. Concerning the sample size (n=4), it was hard to find students to interview. A lot of the students from the past cohort did not respond to the e-mails sent both by, first the TH, and then by me with a follow-up e-mail. Out of the six students asked to participate, only three responded. I also got into contact with four students from the current cohort, but only one person responded. Despite the low sample size, I was able to get a diverse group of participants, which allowed for more diverse opinions. Nevertheless, this is a limitation that cannot be over-looked.

Additionally, there was sometimes the language barrier that could increase the risk of miscommunication. Indeed, only two of the interviewees' main language was English. Language plays an important role in understanding one another, and some data may be lost or misunderstood due to the language barrier. This is always an aspect to keep in mind, during the research. I tried to mitigate the risks of misinterpretation with the co-creation of the mind map, but it remains a limitation to evaluate.

Second, there are a few paths that future research can take based on this research. This research studied one side and one perspective, the one of the student researchers. Future research could focus on the other sides, like the perspective of the stakeholder and their collaboration with the TH. This could create a more nuance understanding of the resources the TH can provide. This was also highlighted during the kick-off meeting, meaning that there could be some interest for this aspect. Stakeholder would thus be given a platform to express their thoughts, and the data could be crossed referenced to see if the results vary depending on the groups being interviewed.

Furthermore, the TH is a good case to study when looking at research fatigue, but other cases could be analysed. This could allow for a deeper understanding of the solutions against research fatigue put in practice. After the kick-off meeting, some students conducting research in an over-researched community in Delft reached out to ask for tips to prevent research fatigue during their research process. There are some interests on how to prevent research fatigue, and other institutions may also provide solutions. The TH is not a new initiative, and it can be valuable to have other representations, to understand the different mechanisms used. Concrete measures could then be created in knowledge institutes, evolving research practices towards more community cooperation.

7. Conclusion

Research fatigue is a problem that needs to be tackled by the research community. It creates harm towards participants, especially vulnerable communities, and it reduces the validity of research. Over-researched communities are especially susceptible to this problem. The Thesis Hub offers innovative solutions to combat research fatigue in vulnerable and over-researched communities like The Hague Southwest, by fostering connections and building trust between community members and researchers.

Acting as a bridge between stakeholders and researchers, the Thesis Hub facilitates institutional engagement and ensures that stakeholder involvement ranges from non-participation to symbolic participation, depending on the research context. Moreover, they provide tools for researchers to better engage and reach participants. With interviews and observations, we can see the tools used by the Thesis Hub to tackle the four dimensions of research fatigue. First, they reduce the costs of research through incentives and making space available for researchers and participants. Second, they increase the perceived relevance of the research by connecting stakeholders and researchers, and giving more agency to stakeholders. Third, they reduce the redundancy of research by increasing transparency and introduces diverse research methodologies to students. And fourth, they reduce the negative experiences that can arise when participating in research, by guiding students in their research process, and encouraging them to be present in the area of The Hague Southwest.

Despite its successes, the Thesis Hub can also improve in several areas. First, the Thesis Hub could provide more practical advice to students on engaging with communities, building trust and facilitate access to participants. Second, the Thesis Hub should enhance continuity and result evaluation, by showing progress and changes made thanks to the research conducted. Moreover, beyond the Thesis Hub, research institutions must offer more extensive guidance and awareness for students throughout their studies. While the Thesis Hub presents an intriguing model, it has limited resources and time, making it insufficient to fully address research fatigue without concurrent changes in research institutions.

The Thesis Hub thus provides a good vision of what research could look like: More connected to the population researched, creating connections, giving back to the communities and working on projects that community members find relevant. This approach not only addresses research fatigue but also sets a standard for ethical and effective institutionalised community-based research.

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Appendix:

Appendix A

Statement of Consent for Participation in Research (Case study)

I hereby accept to participate in a research project by having the research hub be part of the student's case study. The research will be conducted by Carla Barranco, from Leiden University College (LUC) The Hague, of Leiden University, the Netherlands. The project is supervised by Assistant Professor, Caroline Archambault from the same University. I understand that the project is designed to gather information about research waste and research fatigue, and is part of Carla Barranco's university degree.

1. My participation in the project involves allowing the student to participate in events organised by the research hub.

2. My participation in this project is voluntary. I understand that I will not be paid or in any way remunerated for my participation.

3. I may withdraw and discontinue participation at any time without penalty. If I decline to participate at the outset, or withdraw during the process, the researcher will not share the information I provided up until that point with anyone.

4. I understand that if I feel uncomfortable in any way during the process, I have the right to decline participation or access.

5. Confidentiality.

1. I understand that the researcher will ask for my consent on whether to be identified by name in this research and its resulting written work, including possible publication(s).

2. If I decline to offer this consent, my confidentiality will be respected. This implies that subsequent uses of records and data will protect the anonymity of me as an individual and of institutions with which I am associated. I understand, however, that the student's supervisor may have access to notes, a possible recording or a transcript from the interview, in order to assist the student in the analysis. Beyond this, no other person will have access to the notes, recording or transcript.

Confidentiality. The participant is kindly asked to tick one of the following boxes:

☐ I accept to be identified by name in the results of this research.

☐ I accept to be interviewed on the condition that I will not be identified by name in any of the results of this research.

6. I understand that the plans for this study has been reviewed by the student's supervisor and the Ethics Advisory Board (EAB) at LUC The Hague, of Leiden University.

7. I understand that should I have any questions subsequent to the interview regarding the research or the uses to which my statements will be put, I can contact the student and/or the supervisor. Their contact details are given at the bottom of this form.

8. I have read and understand the explanation provided to me. I have had all my questions answered to my satisfaction, and I voluntarily agree to participate in this study.

____

Signature of Participant

____

Date

____

Printed Name of Participant

____

Signature of the Student

For further information subsequent to participating, the participant may contact the student and/or her supervisor. Their contact details are given below.

Student: Carla Barranco
Contact:
cbarranco@lavache.com

Supervisor: Assistant Professor, Caroline Archambault
Anna van Buerenplein, 301
2595 DG The Hague
Room number 4.43
Contact:
+31 70 800 9963
c.archambault@luc.leidenuniv.nl

Appendix B

Statement of Consent for Participation in Research

I hereby accept to participate in a research project by being interviewed. The interview will be conducted by Carla Barranco, from Leiden University College (LUC) The Hague, of Leiden University, the Netherlands. The project is supervised by Assistant Professor, Caroline Archambault from the same University. I understand that the project is designed to gather information about research waste/fatigue, and is part of Carla Barranco's university degree.

1. My participation in the project involves being interviewed. My participation in this is likely to require approximately 45 minutes.

2. My participation in this project is voluntary. I understand that I will not be paid or in any way remunerated for my participation.

3. I may withdraw and discontinue participation at any time without penalty. If I decline to participate at the outset, or withdraw during the interview, the researcher will not share the information I provided up until that point with anyone.

4. I understand that if I feel uncomfortable in any way during the interview observation, I have the right to decline to answer any question, or to end the interview.

5. The interviewer will take notes during the interview. He may also ask for my consent to having the interview recorded; if I provide such consent, the interview will be recorded.

Recording of interview. The participant is kindly asked to tick one of the following boxes:

☐ I accept to be recorded during the interview.

☐ I accept to be interviewed on the condition that the interview will not be recorded.

6. Confidentiality.

1. I understand that the researcher will ask for my consent on whether to be identified by name in this research and its resulting written work, including possible publication(s).

2. If I decline to offer this consent, my confidentiality will be respected. This implies that subsequent uses of records and data will protect the anonymity of me as an individual and of institutions with which I am associated. I understand, however, that the student's supervisor may have access to notes, a possible recording or a transcript from the interview, in order to assist the student in the analysis. Beyond this, no other person will have access to the notes, recording or transcript.

Confidentiality. The participant is kindly asked to tick one of the following boxes:

☐ I accept to be identified by name in the results of this research.

☐ I accept to be interviewed on the condition that I will not be identified by name in any of the results of this research.

7. I understand that the plans for this study has been reviewed by the student's supervisor and the Ethics Advisory Board (EAB) at LUC The Hague, of Leiden University.

8. I understand that should I have any questions subsequent to the interview regarding the research or the uses to which my statements will be put, I can contact the student and/or the supervisor. Their contact details are given at the bottom of this form.

9. I have read and understand the explanation provided to me. I have had all my questions answered to my satisfaction, and I voluntarily agree to participate in this study.

____

Signature of Participant

____

Date

____

Printed Name of Participant

____

Signature of the Student

For further information subsequent to participating, the participant may contact the student and/or her supervisor. Their contact details are given below.

Student: Carla Barranco

cbarranco@lavache.com
+33601678502

Supervisor: Assistant Professor, Caroline Archambault
Anna van Buerenplein, 301
2595 DG The Hague
Contact:
+31 70 800 9963
c.archambault@luc.leidenuniv.nl

Appendix C

Images of the co-created Mind Maps done by all interviewees

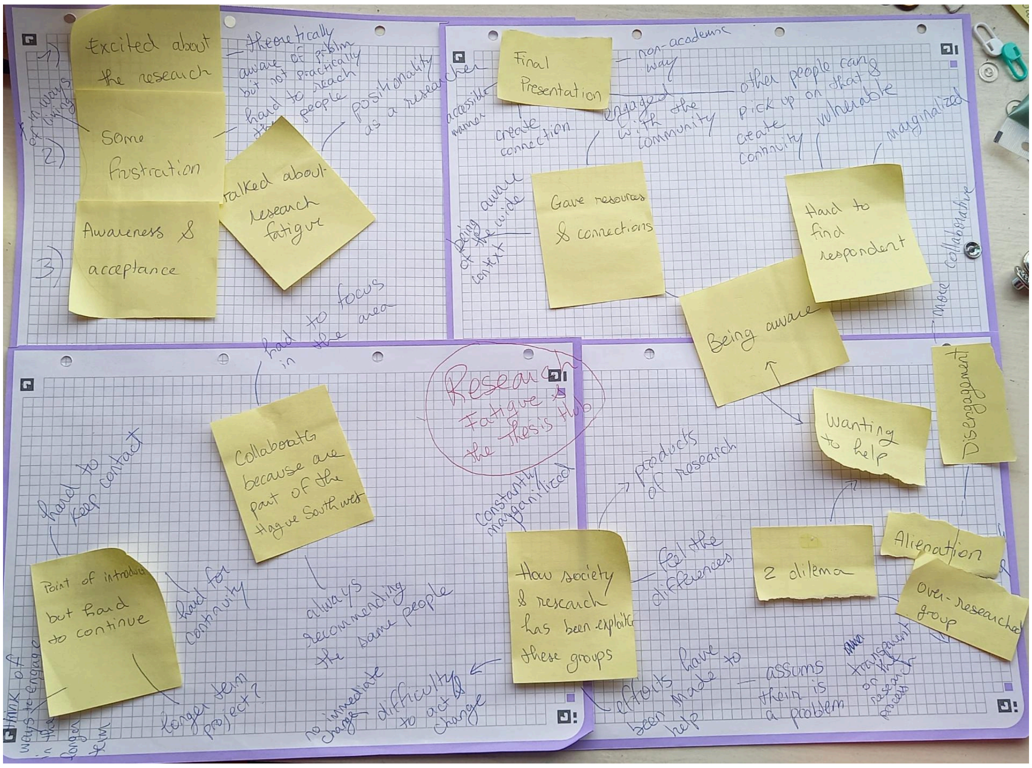

Image 3: Co-creation mind map of interviewee 1

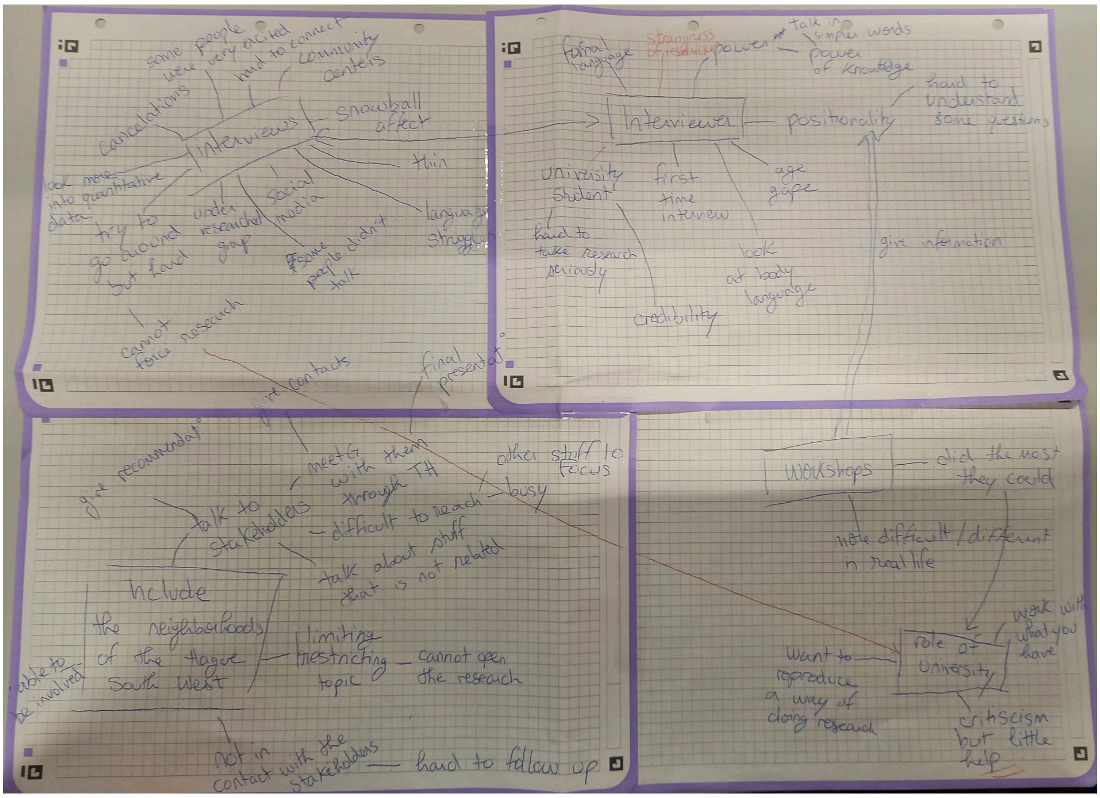

Image 4: Co-creation mind map of interviewee 2

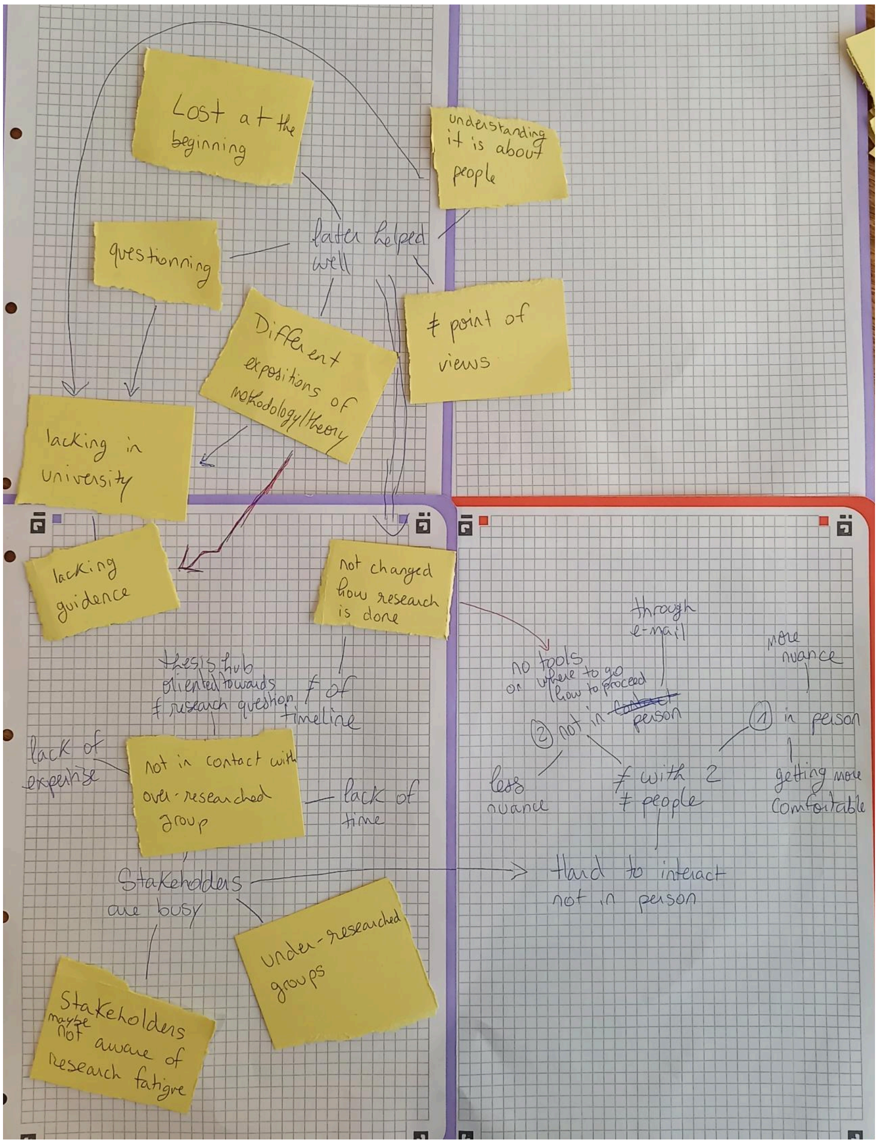

Image 5: Co-creation mind map of interviewee 3

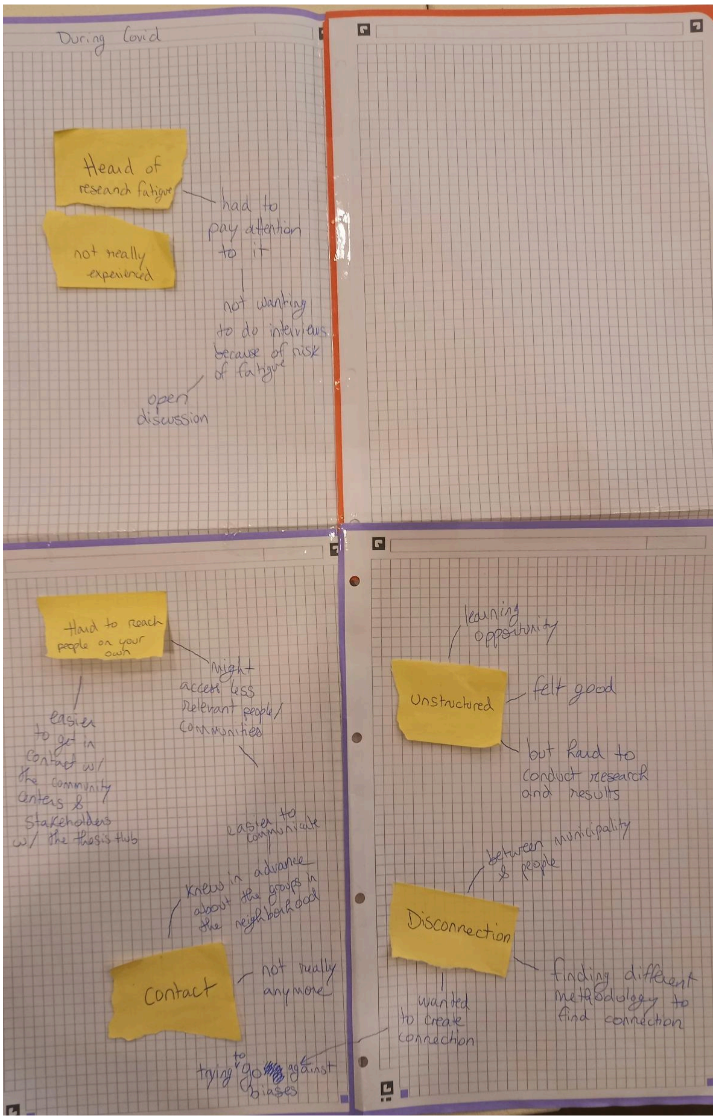

Image 6: Co-creation mind map of interviewee 4