

Welcome to the course on

Public Engagement and Societal Impact of Science

6 – 9 February 2024







DAY 1



#PESI24 @AESISNET





OVERVIEW OF THE COURSE



AESIS

Tuesday, 6 February

Introductions by AESIS – *Anika Duut van Goor* Introducing Societal Impact and Public Engagement – *Anika Duut van Goor* Public Engagement as a pathway to Social Impact– *Paul Manners* Planning impactful Public Engagement – *Eric Jensen*

Wednesday, 7 February

Planning impactful Public Engagement– *Eric Jensen* Building Supportive Cultures for Public Engagement – *Victoria McGuinness* Strategy, Leadership & Internationalisation – *Mhairi Stewart*





OVERVIEW OF THE COURSE



Thursday, 8 February

Demonstrating PE activities using logic model with KPIs – *Fergus McAuliffe* Ethical & Inclusive Approaches in PE: Tuam Oral History Project –*Sarah-Anne Buckley*

Data Visualisation in Public Engagement – *Kalina Borkiewicz* Co-creation and Public Engagement – *Rajesh Tandon*

Friday, 9 February

Bridging knowledge culture – Rajesh Tandon Participant Presentations Final Words and Questions





Overview of Day 1

6-9 February 2024 Online

Public Engagement and Societal Impact of Science

An interactive workshop on the relationship between public engagement and societal impact, how to integrate them in research processes and (institutional) supporting structures and monitor success

> AESIS NETWORS NOR NETWORS NOR NETWORS & EVALUETING THE SOCRETAL INDUCT

AESIS

Introductions

Getting to know you

Introducing Societal Impact and Public Engagement Anika Duut van Goor, Director of AESIS

Public Engagement as a pathway to Social Impact

Paul Manners, Associate Professor in Public Engagement at the University of the West of England, and a founding Director of the National Coordinating Centre for Public Engagement (NCCPE), United Kingdom

Planning impactful Public Engagement

Eric Jensen, Senior Research Fellow at the registered scientific and educational charity, The Institute for Methods Innovation (methodsinnovation.org), United Kingdom

#PESI24



Getting to know each other...

•Where do you stand in the science eco-system?

- •Why are you here and what would you like to take away?
 - •Why is the topic of this course important (to you)?







OVERVIEW OF AESIS

The AESIS network was founded in 2015 with the aim of creating an international, open community for various types of professionals working on stimulating and demonstrating the impact of science on economy, culture and well-being. Demonstrating and Stimulating Impact of Science on Society

Sharing expertise and best-practices internationally

Finding common ground between stakeholders and catalyse change







AESIS

The international organisation for Advancing and Evaluating Societal Impact of Science

➤ Goals:

- Knowledge exchange
- Capacity Building
- Impact support

Founded in 2015 at the 3rd Impact of Science conference, Amsterdam



- > Open community of experts and stakeholders
 - cross-disciplinary (expertise from government, business and academia)
 - cross-cultural (geographically)







Tools

> Facilitating knowledge exchange, capacity building and harmonisation through:

Meetings

Conferences Seminars Courses

Sharing news

Webinars Newsletter Online Platform

Advice

Inhouse training Data-analysis Consultancy







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AESIS





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AESIS Team Members



Anika Duut van Goor Director



Subeh Chowdhury Lead Project manager



Felicia Zheng Senior Project manager



Bláithín Meagher Project Manager



Lucila Del Buono Project Manager





Break 20 min







Societal Impact of Science

Anika Duut van Goor







Demystifying Societal Impact



AESIS

- 1) 2) What is societal impact?
 - Why should you
 - pursue/demonstrate it?
- Why is it difficult? 3)
- 4) Stakeholders throughout the pathways
- Grimpact and sphere of control 5)
- 6) Monitoring success



Demystifying Societal Impact - part 1

What K Societal Impact?

can be isn't





Demystifying Societal Impact - part 1

Societal Impact isn't



impact that stays within academia

the same as output or outcome





AESIS

Public Engagement and Societal Impact of Science 6-9 February 2024

Impact process



University College Dublin https://www.ucd.ie/impacttoolkit/whatisimpact/



Demystifying Societal Impact - part 1

Societal Impact can be



on any aspect of society



on any scale



Public Engagement and Societal Impact of Science

6-9 February 2024

https://www.ucd.ie/

impacttoolkit/whatisimpact/

Defining Societal Impact



ACADEMIC IMPACT

AESIS



Demystifying Societal Impact - part 1

Societal Impact isn't



necessarily positive (for everyone/everything) always visible or demonstrable





Demystifying Societal Impact - part 1

Societal Impact can be



intentional or unintentional

From any research, direct or indirect, short-term or long-term





Demystifying Societal Impact - part 2

Why should you pursue/ demonstrate Societal Impact? could



"...the real and legitimate goal of the sciences is the endowment of human life with new inventions and riches." Francis Bacon, Novum Organum, 1620

> "Science knows no country, because knowledge belongs to humanity, and is the torch which illuminates the world." Louis Pasteur, French biologist & bacteriologist (1822 - 1895)

"Nothing in science has any value to society if it is not communicated, and scientists are beginning to learn their social obligations." Anne Roe, the Making of a Scientist, 1953

"...science and technology is the warp drive that accelerates that kind of change [raise the fortunes of people] for everybody." Barack Obama, Wired, 2016



Demystifying Societal Impact - part 2

Why Societal Impact could be pursued

Expectations

Making a difference

Performance assessment

Responsibility





AESIS

Public Engagement and Societal Impact of Science 6-9 February 2024

Demystifying Societal Impact - part 2

Why Societal Impact could be monitored

Analysis	To understand why, how and whether research is effective, and how it can be better supported.
Advocacy	'makes the case' for research funding among policymakers and the public
Accountability	Evidence efficient use of resources to taxpayer, donors, partners, etc
➢ Allocation	How to distribute funding (institution, field, people)
➤ Acclaim	Compare and recognise value of HE institutions
Adaptation	Steer change in structures, cultures, activities and priorities

Source: Parks, Sarah, Daniela Rodriguez-Rincon, Sarah Parkinson, and Catriona Manville, The changing research landscape and reflections on national research assessment in the future. Santa Monica, CA: RAND Corporation, 2019. https://www.rand.org/pubs/research_reports/RR3200.html.



Demystifying Societal Impact - part 3

Why ist difficult?

can it be





Demystifying Societal Impact - part 3

Why can it be difficult?



Wellbeing is multidimensional, subjective and not always tangible



Actual impact reaches beyond sphere of control



Demystifying Societal Impact - part 3

Why can it be difficult?



Vast number of stakeholders within differing perspectives, needs and languages AESIS



It requires skills, facilities, incentives, supportive policies, infrastructures and more





Why assessing is difficult



King's College London and Digital Science. (2015). The nature, scale and beneficiaries of research impact. An initial analysis of Research Excellence Framework (REF) 2014 impact case studies. *HEFCE*.





Defining Societal Impact

An effect on, change or benefit to the economy, society, culture, public policy or services, health, the environment or quality of life, beyond academia REF Research impact is the contribution that research makes to the economy, society, environment or culture, beyond the contribution to academic research





Defining Societal Impact

What about your organisation?





Survey by Bonita Liu on researchers and PE



Willingness

AESIS



Attitude



Intention





Activities timeline



Overcoming challenges

When changing:







What do we need?








And of course







Introduction to the Course Assignment





Course Assignment

Throughout the course, you are encountering many expert visions from various backgrounds on public engagement and its connection to societal impact of science, implementing support structures for access to funding, and responsible assessment of impact. At the last session of the course, on **9th February** we will ask the participants to present a proposal for change at their institution.

You may use lessons learned from the trainers of the course but feel free to base your plan on other insights you've gained. We will not be providing strict conditions for the presentation, as each of your organisations has its own unique context, target groups, issues and solutions for the question stated above.



Course Assignment

Elements to consider:

- What is the current state of structures and strategies supporting impact at your institute?
- What is your objective for integrating impact in existing practices?
- What elements are missing from the institute's culture, strategy and structure?
- What are the most important challenges to overcome in order to reach your goals?
- How would you address them?





Course Assignment

Elements to consider:

- Who do you need to get involved and how?
- What are the priorities and how should resources be divided?
- How will you evaluate success, strengths and weaknesses?
- What will you do to make sure your results will be used and will generate outcomes?



Course Assignment

Final result:



Everyone presents their plan in a (PowerPoint) presentation of max 10 minutes, followed by a brief Q&A.





Other sources/frameworks

Grimpact -> Gemma Derrick

Fast track impact planning (<u>link</u>) by Mark Reed

 \blacktriangleright Impact examples and indicators -> <u>UCD & REF</u>





Break 20 min







Public Engagement as a tool for successful Societal Impact - Part I

Paul Manners







Public engagement as a pathway to social impact

Paul Manners

Director, National Coordinating Centre for Public Engagement, UK





or... how to climb down from the ivory tower

Introduction







Shirley Brice Heath Ways with works Language, life, and work in communities and classrooms





ANDREW BYATT, ALASTAR, FOTHERQU, AND HAATHA HOUMES ROBINOID IN DEVICE ATTRACTOR



National Co-ordinating Centre for Public Engagement







We help universities engage with the public

How can we help you with public engagement?



publicengagement.ac.uk

1. Context



2. Craft



3. Impact

4. Change





History Context



Why is it important to engage with the public?





Secretive and untrustworthy

Irrelevant and out of touch with society



Unaccountable and a waste of tax payers' money

Elitist and reinforcing inequality

14



Waves of change

Trusted & open research



The Public Understanding of Science Dr W.F. Bodmer, F.R.S. Report of a Royal Society *ad hoc* Group endorsed by the Council of the Royal Society





The Public Understanding of Science Dr W.F. Bodmer, F.R.S. **Report of a Royal Society** ad hoc Group endorsed by the Council of the Royal Society

Science and technology play a major role in most aspects of our daily lives both at home and at work.

Scientists must learn to communicate with the public, be willing to do so, and indeed consider it their duty to do so. [] The Royal Society should make improving public understanding of science one of its major activities.













(2000)

HOUSE OF LORDS

Select Committee on Science & technology

THIRD REPORT



Link

(2000)

HOUSE OF LORDS

Select Committee on Science & technology

THIRD REPORT

Public confidence in scientific advice to Government has been rocked by BSE; and many people are uneasy about the rapid advance of areas such as biotechnology and IT.



Link

(2000)

HOUSE OF LORDS Select Committee on Science & technology THIRD REPORT



Public confidence in scientific advice to Government has been rocked by BSE; and many people are uneasy about the rapid advance of areas such as biotechnology and IT.

The crisis of trust has produced a new mood for dialogue. In addition to seeking to improve public understanding of their work, scientists are beginning to understand its impact on society and on public opinion. Direct dialogue with the public should move from being an optional add-on to science-based policy-making and to the activities of research organisations and learned institutions, and should become a normal and integral part of the process.

Link

Waves of change

Trusted &Socio-economicopen researchimpact



Why Academics are Becoming Irrelevant (and How to Stop it)



Pointless research: top 10 Ig Nobel award winners for silly science

As the government prepares to crack down on 'irrelevant' research, we look at some of the things we'll be losing, courtesy of the Ig Nobel awards.



Research funding plan should be abandoned, say academics

A petition bearing 18000 signatures calling for the abandonment of economic impact assessment has been delivered to the government



Thousands of academics and researchers have signed the petition

Research funding plan should be abandoned, say academics

A petition bearing 18000 signatures calling for the abandonment of economic impact assessment has been delivered to the government



Thousands of academics and researchers have signed the petition



"For the purposes of the REF, impact is defined as an effect on, change or benefit to the economy, society, culture, public policy or services, health, the environment or quality of life, beyond academia"

Waves of change

Trusted &Socio-economicCivic: the riseopen researchimpactof place





Wewcastle University

Home Who we Are Study

Our response to COVID-19

We are advancing public knowledge about COVID-19 and supporting the global fight to mitigate the impacts of this lethal new virus.



Our Online Learning Offer >

We're developing our approach to the online learning we offer to the North East community and beyond.

Volunteering >

There has been an amazing response from University staff and students to the crisis.





May 12, 2020

The Independent Scientific Advisory Group for Emergencies (SAGE)

The Independent SAGE Report

The Telegraph

LINK

♠ > News > Global Health Security > Science & Disease

Trust in scientists is eroding and we need to get it back. Transparency is more important than ever



Follow V KATHERINE MATHIESON



UK scientists must not be blamed for giving advice, says Royal Society head

Exclusive: intervention comes after minister appeared to scapegoat scientists over Covid-19 errors



I'll the science was wrong, advice at the time was wrong, I'm not surprised if people will then think we then made a wrong decision, said Therese Coffey. Photograph: Hannah McKay/Reuters COVID-19: what are the options for the UK?

Recommendations for government based on an open and transparent examination of the scientific evidence

Public Health England

Protecting and improving the nation's health

Beyond the data: Understanding the impact of COVID-19 on BAME groups

'I think that people in this country have had enough of experts' **Michael Gove, MP**



COVID-19 and Health Inequality

8th December 2020





#SpendingReview

EABLLON TO LEVEL UP REGIONAL INFRASTRUCTURE


Waves of change

Trusted & open research

Socio-economic impact Civic: the rise of place Culture moves centre stage





2020

What Researchers Think About the Culture They Work In



HKK. 12 Key Themes from the Townhalls 3. 2. Bullying & Unhealthy harassment Competition 5. 6. Deteriorating Long hours mental culture health 8. 9. Mistrust of Early career complaints challenges procedures 12. 11. Lack of Gender recognition inequality & & promotion

personal

sacrifices

"A kinder research culture will build stronger, deeper support for research."

nature

"A mean and aggressive research working culture threatens the public's respect for scientists and their expertise"

Waves of change

Trusted & open research

Socio-economic impact Civic: the rise of place

Culture moves centre stage

Inclusion and engagement





Apply for funding Manage your award What we do News and events Who we are Our councils

Q Search



Professor Ottoline Leyser, CEO UKRI

"We must break down the barriers between research and innovation and wider society. We must engage widely to build shared understanding between those who consider themselves to be part of the research and innovation system and those who do not. We must co-create the opportunities that research and innovation offers to enrich lives locally, nationally and globally".



50% Contribution to knowledge and understanding

25%

-

Engagement and impact

25% People, culture & environment a research system that produces high-quality, rigorous research that is open to all

- an engaged and impactful research system that connects research with wider society to bring about positive socio-economic change
- an inclusive and collaborative research system that supports a diversity of people, ideas, institutions, methodologies, outputs, & activities



- Do these motivations for engagement resonate with you, and apply in your context?
- How is research funding and policy changing in response to these kinds of social pressures?

Case study

VANNE BRE BURN

THE PARTY OF

A DESCRIPTION





Public Engagement and Societal Impact of Science 6-9 February 2024

Break 50 min







Public Engagement and Societal Impact of Science 6-9 February 2024

Public Engagement as a tool for successful Societal Impact - Part II

Paul Manners





Case study

VANNE BRE BURN

THE PARTY OF

A DESCRIPTION



2. Making Change







Survey of factors affecting science communication by scientists and engineers

science Commun

Barriers to science communication

- Sixty-four per cent said the need to spend more time on research was stopping them getting more engaged
- 20% agreed that scientists who engage are less well regarded by other scientists
- 3% cited peer pressure as a barrier
- Science communication was viewed as 'altruistic' and not a central part of academic life



Survey of factors affecting science communication by scientists and engineers

How to cultivate a positive culture for public engagement?



- The key factors in achieving change
- The 'journey' needed to embed change







Purpose Mission Leadership Communication Process

People Staff Students Publics

Support

Learning

Recognition



Purpose Mission Leadership Communication Embedding a commitment to public engagement in institutional mission and strategy, and championing that commitment at all levels



Purpose Mission Leadership Communication Embedding a commitment to public engagement in institutional mission and strategy, and championing that commitment at all levels



Process Support Learning Recognition

Investing in systems and processes that facilitate involvement, maximise impact and help to ensure quality and value for money



Purpose Mission Leadership Communication Embedding a commitment to public engagement in institutional mission and strategy, and championing that commitment at all levels

Process Support Learning Recognition

Investing in systems and processes that facilitate involvement, maximise impact and help to ensure quality and value for money

People Staff Students Publics Involving staff, students and representatives of the public and using their energy, expertise and feedback to shape the strategy and its delivery





EDGE self-assessment matrix

This tool allows you to assess your institution's support for public engagement. You can access a guide to how to use the tool here: www.publicengagement.ac.uk/edge-tool

You are welcome to use the EDGE tool for non-commercial educational purposes, where credit is given to the NCCPE.





	Focus	EMBRYONIC 。	DEVELOPING	GRIPPING	
Purpose	Mission	There is little or no reference to public engagement in the organisational mission or in other institution-wide strategies.	Public engagement is referenced sporadically within the institutional mission documents and strategies, but is not considered a priority area.	Public engagement is clearly referenced within the institutional mission and strategies and the institution is developing an institution-wide strategic approach.	Public engagement is prioritised in the institution's official mission and in other key strategies, with success indicators identified. It is a key consideration in strategic developments in the institution.
	Leadership	Few (if any) of the mast influential leaders in the institution serve as champions for public engagement.	Some of the institution's senior team act as informal champions for public engagement.	Some of the institution's senior team act as formal champions for public engagement.	The Vice Chancellor acts as a champion for public engagement and a serior leader takes formal responsibility. All serior leaders have an understanding of the importance and value of public engagement to the institution's agenda.
	Communication	The institution's commitment to public engagement is rarely, if ever, featured in internal or external communications.	Public engagement occasionally features in internal and external communications.	Public engagement frequently features in internal communications, but rarely as a high-profile item or with an emphasis on its strategic importance.	Public engagement appears prominently in the institution's internal communications; its strategic importance is highlighted, and resources and strategic support have been allocated to sustain this.
2	Support	There is no attempt to co-ordinate public engagement activity or to network learning and expertise across the institution.	There are some informal attempts being made to co-ordinate public engagement activities, but there is no strategic plan for this work. Some self-forming networks exist, not supported by the institution.	Oversight and co-ordination of public engagement has been formally allocated (e.g. to a working group or committee) but there is minimal support and resource to invest in activity.	The institution has a strategic plan to focus its co-ordination, a body / ies with formal responsibility for oversight of this plan, and resources available to assist the embedding of public engagement. There are a number of recognized and supported networks.
	Learning	There is little or no opportunity for staff or students to access professional development to develop their skills and knowledge of public engagement.	There are some opportunities for staff or students to access professional development and training in public engagement, but no formal or systematic support.	There are some formal apportunities for staff or students to access professional development and training in public engagement.	Staff and students are encouraged and supported in accessing professional development, training and informal learning to develop their skills and knowledge of engagement.
Process	Recognition	Staff are not formally rewarded or recognized for their public engagement activities.	Some departments recognise and reward public engagement activity on an ad hoc basis.	The university is working towards an institution-wide policy for recognising and rewarding public engagement activity.	The university has reviewed its processes, and developed a policy to ensure public engagement is rewarded and recognised in formal and informal ways.
People	Staff	Few if any opportunities exist for staff to get involved in public engagement, either informally, or as part of their formal duties.	There are opportunities for staff in a handful of faculties or departments to get involved in public engagement, either informally or as part of their formal duties.	There are structured opportunities for many staff members to get involved in public engagement; but not in all faculties or departments. There is a drive to expand opportunities to all.	All staff have the opportunity to get involved in public engagement, either informally or as part of their formal duties, and are encouraged and supported to do so.
	Students	Few opportunities exist for students to get involved in public engagement, either informally, through volunteering programmes, or as part of the formal curriculum.	There are opportunities for students to get involved, but there is no coordinated approach to promoting and supporting these apportunities across the institution.	Many (but not all) students have the opportunity to get involved in public engagement and are encouraged and supported to do so. There is a drive to expand opportunities to all.	All students have the opportunity to get involved in public engagement, and are encouraged and supported to do so. The institution offers both formal and informal ways to recognize and reward their involvement.
	Public	Little or no attempt has been made to assess community need, or to support 'non-traditional' groups in engaging with the institution.	Some attempt has been made to analyze community need and interest; and to begin to tackle access issues to open up the institution and its activities to the public.	The institution has committed resources to assessing community need and interests, and to using this insight and feedback to inform its strategy and plans.	The institution has assessed need and committed resources to supporting a wide range of groups to access its facilities and activities, and to systematically seek their feedback and involvement.

GROUP DISCUSSION

Spend 5 minutes using the EDGE tool to reflect on the context in which you work.

- Choose one of the dimensions where you think your institution is successful getting to grips with supporting engagement and impact to share with your group.
- Choose one where you feel your institution is 'off the pace', and where you see potential for change.

Then

- Start by sharing success stories
- Then share the area where you want to see change and explore steps you might take to get things moving





Public Engagement and Societal Impact of Science 6-9 February 2024

Break 20 min







Public Engagement and Societal Impact of Science 6-9 February 2024

Planning impactful Public Engagement - Part I









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Planning and evaluating public engagement impact: Towards evidence-based practice



The Institute for Methods Innovation is a registered educational charity focusing on enabling evidence-based practice (see additional training available at: methodsforchange.org).



SCIENCE COMMUNICATION

An Introduction

Editors

Frans van Dam Liesbeth de Bakker Anne M Dijkstra Eric A Jensen



Prof Eric A. Jensen

- Degrees in Sociology, Communication and Psychology (PhD, University of Cambridge)
- Co-founder of the **Institute for Methods Innovation**
- UNESCO evaluation consultant
- Visiting Research Scientist at the National Center for Supercomputing Applications at the University of Illinois
- Sociology professor at the University of Warwick
- Author of Doing Real Research: A Practical Guide to Social Research (SAGE) and Science Communication: An Introduction





Experience







Natural Environment Research Council



























NATIONAL ACADEMIES





Impacts could include:

- Development in learning and awareness about a specific topic
- Attitude change
- A greater sense of self-efficacy, capacity and preparedness
- Enhanced curiosity or interest in a subject
- Improved skills or confidence
- Other impacts: economic, policy, social, environmental, cultural, health and wellbeing

Getting started with evidence-based practice: Impact planning


Role of stakeholder analysis in monitoring/evaluation

- Clarifying <u>who</u> has a stake in your project and its outcomes can help you develop an effective impact and evaluation plan.
- Consulting stakeholders can flesh out your understanding of the kind of <u>communication that will deliver intended impacts</u>.
- Stakeholder analysis can also help you <u>engage potential impact</u> <u>allies</u>, who can work with you to (1) clarify needs, opportunities and risks and (2) co-develop impact.





Importance of stakeholder analysis

- Allows you to know your audience better
- Can clarify your pathways to impact with a co-production approach

- Enables you to prioritise who you engage with first
- Engage the stakeholders most important to you







Stakeholder analysis

Three i's of stakeholder analysis

- Who is **interested** (or not)?
- Who has **influence** (to facilitate or block impact) or not?
- Who is **impacted** (positively or negatively)?

(co-developed with Prof. Mark Reed)

Then ask yourself why?





Stakeholder analysis

Name of organization, group, or segment of the public	Likely interest in your research High/Medium/Low	What aspects of your research are they likely to be interested in (or why are they likely not interested)?	What level of influence might they have on your capacity to generate impact (to facilitate or block) and/or what level of impact (positive or negative) might they derive from the research? High/Medium/Low	Comments on level of influence (to facilitate or block impact) and/or likely impact (positive or negative) e.g., times or contexts in which they have more/less influence over the outcomes of your research, ways they might block or facilitate your research or impact, types of benefit they might derive from the research

template from Fast Track Impact



Group Activity: Conduct a stakeholder analysis

Start to think through your own stakeholder analysis:

- Names of organisations, groups or segments of the public (i.e., 'stakeholders')?
- Which aspects of your research are they likely to be interested in?
- What level of influence might they have on your capacity to generate impact (to facilitate or block)?
- What level of impact (positive or negative) might they derive from your research?







Group Discussion

Share your stakeholder analysis with the group

• How can it be extended? Improved? Clarified?





Impact objectives

Think critically:

- What impacts do you hope to achieve?
- What change would you like to see as a result of your research?





Impact objectives

- Setting **clear and measurable** objectives helps you look strategically at impact
- Anticipate and identify risks and assumptions
- You can choose the easiest, fastest, and most cost-effective **pathway to impact** (depending on your key constraint)





Outputs vs outcomes

- **Outputs:** direct products of program activities, may include types, levels and targets of services to be delivered by the program.
- Outcomes: specific changes in program participants' behaviours, knowledge, skills, status and level of functioning.
 - How might the person who attends the activity be different at the end of the experience?
 - How will they have changed?







Тір

Be very **specific** and **explicit** about any

abstract concepts you're trying to measure



Group Activity: Clarifying impact objectives

Start developing some ideas independently before discussing as a group (5 minutes).

Think about the objectives for your impact:

- Come up with an idea of the change you would like to see as a result of your research.
- Prepare clear, unambiguous descriptions of the intended outcomes for your research.
- Also think about how you will know if the outcome has been realised or change has happened.







Group Discussion

Share your impact objectives with the

group

• How can these objectives be extended? Improved? Clarified?





Bottom line:

Making a difference through evidence-based public engagement Evidence-based Public Engagement



Why develop a logic model or theory of change?



- To **<u>clarify</u>** your impact plan
- To <u>select</u> impact approaches that are likely to be effective (based on logic / evidence)
- To <u>reveal</u> how you will achieve your impact objectives
- To <u>focus</u> your evaluation where it is most needed





The Impact Logic Model

What is the logical chain of activities of impact that you're hoping for with your activities?

- Activity
- Delivery methods
- Immediate responses
- Intended outcomes
- Contribution to institutional level impact goals





The Impact Logic Model

Ask yourself:

- If this outcome was successfully realised, what would that look like?
- What would people be **doing**?
- What would they be **saying**?





The Impact Logic Model

Activity	Delivery Methods	Immediate Responses	Intended Outcomes of Specific Program	Contribution to Institution-level Impact Goals
[Describe a single component of the larger program]	[How is this activity delivered using particular objects, techniques, etc. that may be employed across multiple activities?]	This activity will generate the following (immediate responses, e.g. pupil behaviors, feelings or thoughts] during the program delivery.	This activity will lead to change or strengthening in [aspects of knowledge, skills, behavior, etc.] that will be identifiable by this specific [change in behaviour or topic of conversation]	[This activity contributes to X, Y and Z institution/project- wide impact.]





Theory of Change

- Crucial, often-overlooked early step in the evaluation design process
- Orient and focus your evaluation
- A comprehensive description of how and why the desired change is expected to happen in a particular context
- Help you see where there may be gaps or missing steps on the pathway to developing targeted changes
- Filling the **'missing middle'** to clarify where the evaluation should be targeted





Good Theories of Change

• Are SYSTEMATIC, showing step-by-step how

you deliver impact

• Shows how and why particular aspects of an

impact plan are expected to deliver impact



Theory of Change

Ask these questions:

- What is the problem you are trying to solve?
- Who is your key audience?
- What is your entry point to reaching your audience?
- What are the ultimate outcomes and/or impact you (and your stakeholders) want to see?
- What steps are needed to bring about change?

(cont.)





Theory of Change

• What alternative pathways might you be able to identify?

Institute for Methods Innovation

- What is the measurable effect of your work?
- What are the wider benefits of your work?
- What is the long-term change you see as your goal?

Your evaluation design focuses on the pathways to impact identified in the theory of change





Co-producing a Theory of Change

Bottom-up:

- Stakeholder and partner identification
- Complete impact planning templates with partners
- Thematically group impact goals
- Arrange impact goals in causal chains
- Look back to activities in templates to further trace back to research





Co-producing a Theory of Change

Top-down:

- Check you have impact goals that intersect with your research questions
- Identify missing impact goals, links in causal chains or research (e.g. using Theory of Change)
- Check balance of activities across partners, themes, countries, etc.



Theory of Change

What is the problem you are trying to solve?	Who is your key audience?	What is your entry point to reaching your key audience?	What steps are needed to bring about change?	What is the measurable effect of your work?	What are the wider benefits of your work?	What is the long-term change you see as your goal?
Key assumptions	Key assumptions	Key assumptions	Key assumptions	Key assumptions	Key assumptions	Key assumptions

Theory of change feeds into research impact strategy





Example: Center of Expertise for Waters (CREW) Project

- Investigated, showcased and explained how projects developed impact
- Created 'theories of change' that visually encapsulated the impact process
- Analysed the data from interviews and participatory workshops
- Created categories for impact activities, enabling factors, intermediate outcomes and actual benefits
- The result was a clear and concise design



Surface Water Flood Forecasting



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Individual Activity: Develop your own theory of change

Take a few minutes to start thinking through your own theory of change (5 minutes). Consider:

- The problem you are trying to solve
- Key audiences
- Entry point to reaching your audience
- Steps needed to bring about change
- Measurable effects of your work
- Wider benefits of your work
- Long-term change you see as your goal



Evidence-based Public Engagement





Planning and evaluating public engagement impact: Towards evidence-based practice



The Institute for Methods Innovation is a registered educational charity focusing on enabling evidence-based practice (see additional training available at: methodsforchange.org).





Public Engagement and Societal Impact of Science 6-9 February 2024

End of Day 1 17:00 – 17:30 CET

You may choose to stay in the zoom meeting for your assignment preparation







Public Engagement and Societal Impact of Science 6-9 February 2024

#PESI24

Overview of Day 2

6-9 February 2024 Online

Public Engagement and Societal Impact of Science

An interactive workshop on the relationship between public engagement and societal impact, how to integrate them in research processes and (institutional) supporting structures and monitor success

AESIS

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Planning impactful Public Engagement

Eric Jensen, Senior Research Fellow at the registered scientific and educational charity, The Institute for Methods Innovation (methodsinnovation.org), United Kingdom

Building Supportive Cultures for Public Engagement

Victoria McGuinness, Head of Public Engagement for the Humanities Division at the University of Oxford, United Kingdom

Strategy, Leadership & Internationalisation

Mhairi Stewart, Deputy Head of Public Engagement and Impact at the Museum für Naturkunde, Berlin, Germany



Public Engagement and Societal Impact of Science 6-9 February 2024

#PESI24

Overview of Day 3

6-9 February 2024 Online

Public Engagement and Societal Impact of Science

An interactive workshop on the relationship between public engagement and societal impact, how to integrate them in research processes and (institutional) supporting structures and monitor success

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Demonstrating PE activities using logic model with KPIs

Fergus McAuliffe, Education, Public Engagement and Communications Manager, iCRAG, University College Dublin, Ireland

Ethical & Inclusive Approaches in PE: Tuam Oral History Project

Sarah-Anne Buckley, Associate Professor in History, University of Galway, Ireland

Data Visualisation in Public Engagement

Kalina Borkiewicz, *Computer Graphics and Data Visualization Researcher*, *University of Utah*, *United States of America*

Co-creation and Public Engagement

Rajesh Tandon, Founder-President, Participatory Research in Asia (PRIA), Co-Chair, UNESCO Chair on Community Based Research and Social Responsibility in Higher Education, India




Public Engagement and Societal Impact of Science 6-9 February 2024

Overview of Day 4

6-9 February 2024 Online

Public Engagement and Societal Impact of Science

An interactive workshop on the relationship between public engagement and societal impact, how to integrate them in research processes and (institutional) supporting structures and monitor success

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Bridging knowledge culture

Rajesh Tandon, Founder-President, Participatory Research in Asia (PRIA), Co-Chair, UNESCO Chair on Community Based Research and Social Responsibility in Higher Education, India

Remaining questions, debates and assignment preparation

Anika Duut van Goor & Paul Manners

Participants' Presentations Final words, Q&A, Closing reception



