

Welcome to the course on

Public Engagement and Societal Impact of Science

6 – 9 February 2024

AESIS



DAY 2

X

#PESI24

@AESISNET

AESIS



Public Engagement and Societal Impact of Science

6-9 February 2024

OVERVIEW OF THE COURSE



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

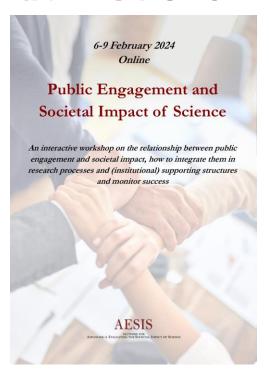
Evaluating impactful Public Engagement– *Eric Jensen*Building Supportive Cultures for Public Engagement – *Victoria McGuinness*Strategy, Leadership & Internationalisation – *Mhairi Stewart*



Public Engagement and Societal Impact of Science

6-9 February 2024

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

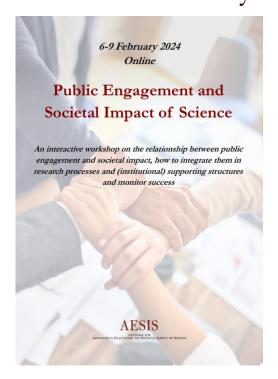
Bridging knowledge culture – Rajesh Tandon
Participant Presentations
Final Words and Questions



Public Engagement and Societal Impact of Science

6-9 February 2024

Overview of Day 2



Evaluating 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



Planning impactful Public Engagement - Part II

Eric Jensen

AESIS



This slide deck is copyrighted by The Institute for Methods Innovation (methodsinnovation.org)

2024

All Rights Reserved.



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

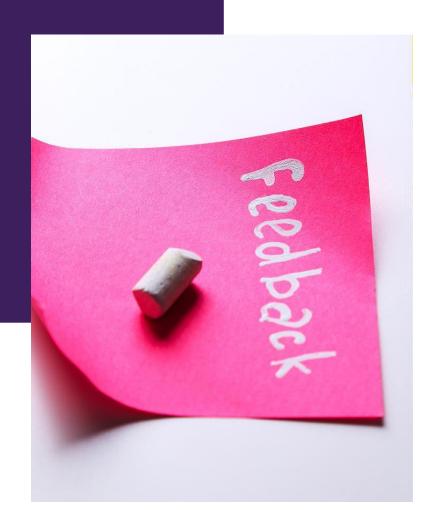
Prof. Eric A. Jensen



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







What is evaluation?

Sub-category of 'social research'

- Principles of good social research apply **Distinguishing feature of evaluation:** *focus on objectives/claimed outcomes*
 - Key step: Specify the intended outcomes
 - Objectives should be Specific, Measurable, Achievable, Realistic and Targeted (SMART)

Advocacy vs. evaluation



Why evaluate impact?

- To understand your audience
 - Profiles and characteristics
 - Motivations
 - Expectations
- To clarify what works and inform your plans
- To know whether you have achieved your objectives
- To redesign your approach





Good impact evaluation

- Is **SYSTEMATIC**
- Asks: Is this programme delivering valuable outcomes?
- Tells you how and why particular aspects of an activity are effective
- There is **always** something to learn







Advocacy vs evaluation

Advocacy: Happy stories about your public engagement activity

Evaluation: Understanding what is working and why to improve the activity over time



Evaluation design journey

- What are the key insights that you're trying to get?
 - Methods of data collection and analysis
 - Iterative process
 - Adjustments based on time and resources
- What do you need to know?
 - New information
 - Time and resources
 - Obstacles





Developing effective evaluation

What are the **specific measurable outcomes** that you are trying to
achieve with your public
engagement?





Developing effective impact evaluation

Ask yourself:

- How would somebody be different if this event was really successful?
- How might they think or talk or behave differently?





Develop your evaluation question

- What do you need to know?
- What kind of information do you need to answer the question?
- Is it feasible to gather the data?





Reviewing the toolkit

- Which tool should you select?
 - Depends on what you are trying to find out and how much time and resources you have available
- Qualitative evaluation methods
- Quantitative evaluation methods
- Combined evaluation methods





Qualitative evaluation

Data and results are **not** numbers

- Interviews
- Ethnographic methods
- Focus groups
- Qualitative surveys
- Qualitative content analysis





Qualitative evaluation

- Allows you to explore a wide range of responses
- Allows you to be flexible
- Allows you to feed in the results into the planning process of your activity
- Allows you to have an emergent evaluation design



Qualitative evaluation |M|| questions





- What is the range of experiences or responses that our visitors have at a particular exhibit or activity?
- How are they making sense of the content or the activity?



Interviews

- Useful method for understanding an individual in a lot of detail - openness and honesty
- Can be structured, semi-structured or unstructured
- Face-to-face or online





Interviews

Interview Type	Method
Structured	Fixed list of questionsInflexible"Survey out loud"
Semi-structured	Structured through guiding questionsAdaptive/responsive
Unstructured	Minimal structureLargely participant drivenBroader topic prompts





Focus groups

- Similar to interviews, but with more participants
- Discussion about a chosen topic
- Leverages group dynamics & exchanges
- As little intervention as possible from facilitator



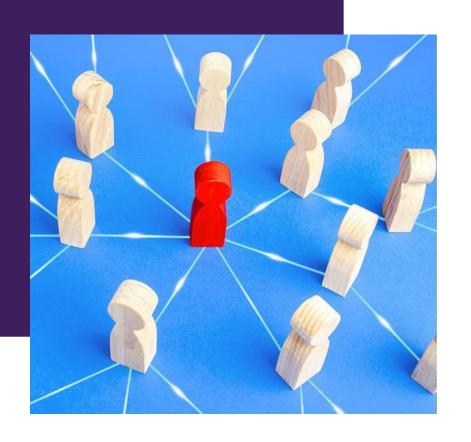


Focus groups

Advantages	Disadvantages
Detailed data source	Time + resource intensive
Ability to change direction as discussion evolves	Small sample sizes Depends on facilitator's
Allows for follow up questions	skills
Allows for respondents to build on each other's views and perceptions	Potential for interpersonal challenges







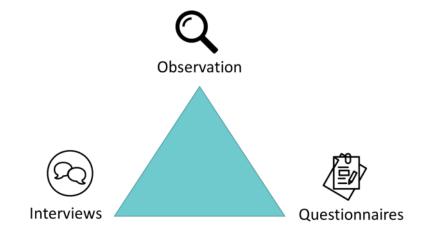
Good qualitative analysis

- Must be systematic
- Must allow for the possibility of negative outcomes
- Be careful of "cherry picking" quotes



Methodological triangulation

The **Fitzwilliam Museum** example:

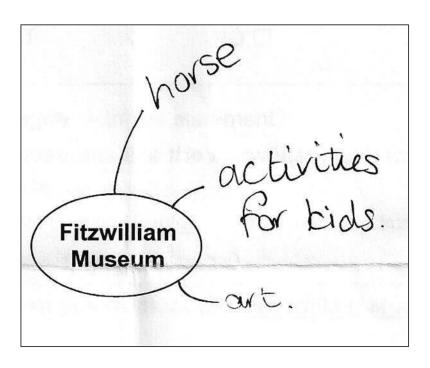


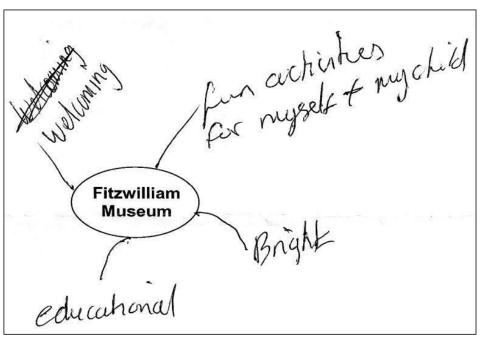
Link to slide deck:

https://canvas.instructure.com/courses/3220639/files/181058574/download



Open-ended survey questions for impact evaluation









Quantitative evaluation

 Used to answer counting related questions like how many or what proportion

Most likely survey methods





Quantitative evaluation

- Primary data collection: Analysis conducted by you or the institution using your survey forms
- Secondary data collection: Analysis of an existing dataset



Surveys

- Standardised method of data collection
- Can be used for both qualitative and quantitative data
- Used to collect data from individuals
- Be **realistic** about what you want to measure





Surveys

- Can be used to understand the individual and to assess general population patterns
- Can be used to run statistical analyses to see if there are predictors of the patterns



Surveys should be understandable

- Instructions and guidelines should be clear for respondents
- Avoid technical jargon and complicated wording
- Offer a full range of response categories, including the "I don't know" option





Survey question types

- Open-ended
- Demographic
- Ranked response
- Multiple choice
- Likert scale





https://canvas.instructure.com/courses/ 3220639/files/180905676/download

Brain Diaries Exhibition

This evaluation addressed:

- The impact of the exhibition on visitors' awareness of current neuroscience research and their interest on the subject.
- The impact of the exhibition on visitors' understanding of the brain.
- Visitors' perceptions of the Oxford University
 Museum of Natural History.
- The effectiveness of the way the exhibition is presented to accomplish a positive impact.
- Visitors' response to this mode of public engagement with research and researchers.





Brain Diaries Exhibition

Example of open-ended question:

What comes to mind when you think of the 'brain'?

"Thinking. Creativity. Using the body."

Pre-visit survey response

"Neural network wonderful
thinking machine incredible
networking - how
the 2 sides operate
i.e. left and right."

Post- visit survey response





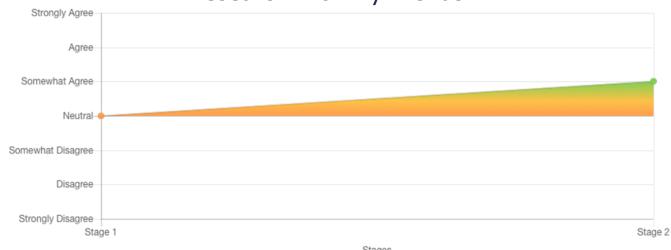


Brain Diaries Exhibition

Example of Likert-type scale question:

I feel capable of discussing **neuroscience**

research with my friends





Qualitative survey data example



Methodological Aim:

Go beyond surface level responses to rigorously evaluate learning and related impacts



Name: Are you?: Boy / Girl (Please circle) How old are you?: London Zoo Education – Pupil Evaluation Questionnaire (Primary) Thank you for your help. This will help us to plan future Outreach activities for other school children.		Name:	
*Have you ever been to a zoo? YES 🗹	NO	*Have you had <u>fun</u> at the zoo today? YES 🔟	NO □ NOT SURE □
*What do you think of when you think of 'the zoo'? (write below):	*Zoos are for (tick all you agree with)	*How was the London Zoo lesson today? (circle the face that shows how you feel)	00000
1. I think it is fun	1." <u>Fun</u> " □	*What do you think of when you think of <u>'the zoo'</u> ? (write below):	*Zoos are for (tick all you agree with)
2. 1 think we can bearn	2."Learning about animals"	1. I thought it was	1." <u>Fun</u> " 🕡
3. Case I like animais	3." <u>Seeing</u> animals" □	2.15 was amzing.	2."Learning about animals"
4. give them company.	4. "Saving animals from extinction"	3 and it was with	3."Seeing animals" D
5	5. "Other reasons"	4 discosting.	4. "Saving animals from extinction"
*Please draw your favourite wildlife habitat and all to (Please put names or labels on everything)	he plants and animals that live there.	5	5. "Other reasons" □
*What did you draw above? *Rain Arese	Example Habitats Desert Rainforest Arctic Forest Form 1 (Before)	What did you draw above? I drew a Foun forese With a spider Mon key! Pider	Example Habitats Desert Rainforest Arctic Woodland Oak Tee

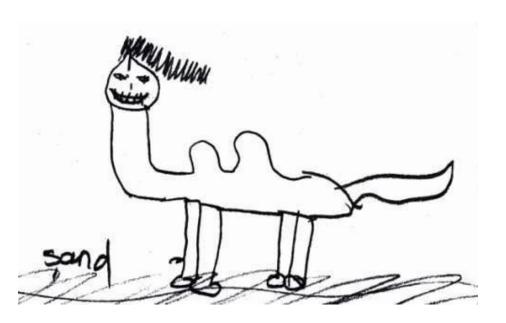
Annotated Diagrams of favourite habitat

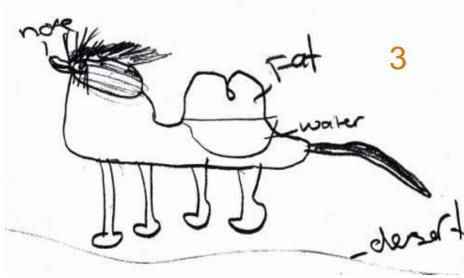
Analysis of all paired forms – scoring on basis of 1-3

1= negative change in accuracy of representation (animals/habitat)

2= no change in accuracy

3 = positive change

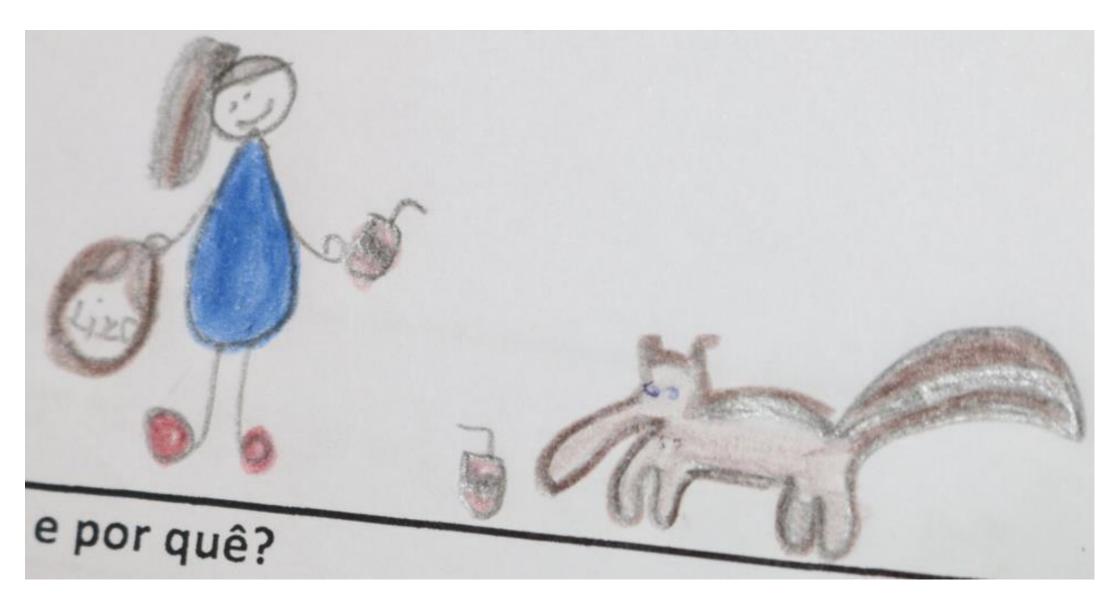




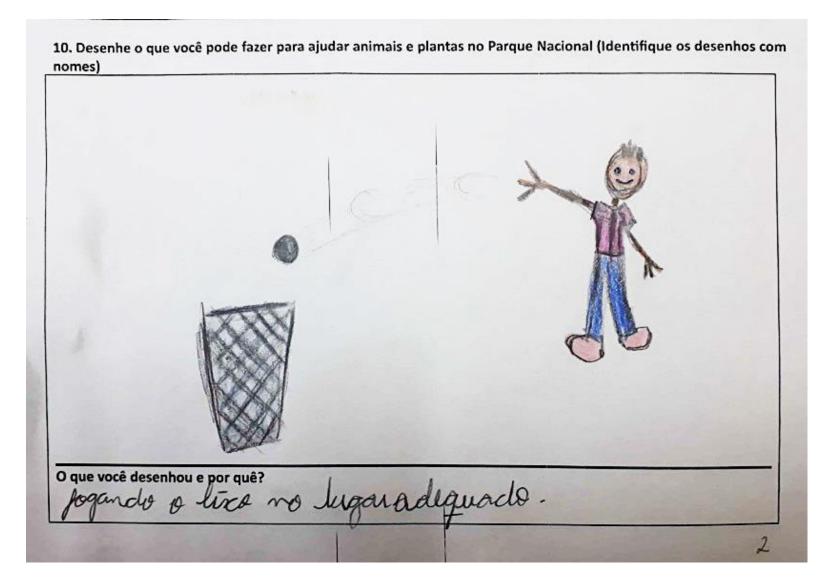
Annotated drawing analysis: Positive impact

Pre-training Post-training Jane

Threats to the National Park



Solutions for the National Park



Papers available at: zoowise.org/resources



Conservation Biology



Contributed Paper

Evaluating Children's Conservation Biology Learning at the Zoo

ERIC JENSE

Department of Sociology, University of Warwick, Coventry CV4 7AL, United Kingdom, email e.jensen@warwick.ac.uk

Abstract: Millions of children tests nots every year with parents or schools to encounter widelije firethand. Public consumeration education to a requirement for membership in professional no associations. Revenuer, in recent years 2008 have been criticized for failing to educate the public on conservation issues and related biological concepts, such as antimal adaptation to bubbles. It used matched pre- and postwist mixed methods questionnaires to investigate the educational value of 200 exists for children aged 7–15 years. The questionnaires gathered quaditative data promises individuals, including 200-visited thoughts and an announced disturbing of a bubbles. A conservation amplies of these quaditative data produced the quantitative data propried in the article. I evaluated the relative learning outcomes of educator guided and inquited two exists at London 200, both in terms of jearning about conservation though (measured by announced drawting) and changing attitudes toward widdly conservation freezured using though-listing data). Porty-one percent of education and 3-8 of unguided exists resulted in conservation biology related learning. Negative changes in children's analismanding of animals and their habitus were more precedent in impulsed 200 exists. Gerral, my results show the potential educational value of editing 2005 for children. However, they also suggest that most support a theoretical model of conservation biology learning that frames conservation distances as solomables who develop composital reservations biology learning that frames conservation.

Keywords: conservation education, environmental education, informal science learning, public engagement, public understanding of conservation biology, science education, zoo education

Evaluación del Aprendizaje de Biología de la Conservación por Niños en el Zoológico Jensen

Resumen: Millones de ninos visitan a los roológicos cada ano con sus padres o escuelas para conocer de primera mano a la fauna silvestre. La educación pública de la conservación es un requisito para pertenecer a las asociaciones projesionales de 2008ógicos. Sin embargo, en años recientes los 2008ógicos ban sido criticados por fallar en educar al público en asuntos de conservación y conceptos biológicos relacionados, como la adaptación de los animales al báblica. Utilicó cuestionarios pareados de métodos mixtos de pre- y pos-visita para investigar el valor educativo de las visitas a los 200lógicos para millos entre 7 y 15 años. Los cuestionarios recopilaron datos cualitativos de estos individuos, incluyendo opiniones relacionadas con el zoológico y un dibujo de un bábitat con comentario. Evalué los resaltados relativos del aprendizaje de visitas guiadas y no-guiadas por un educador en el 200lógico de Londres, ambas en términos de aprendizaje sobre biología de la conservación (medida por los dibujos con comentario) y actitudes cambiantes bacia la conservación de la fauna situestre (medidas con los datos de la lista de opiniones). El 41% de las visitas guiadas por un educador y el 34% de las visitas no guiadas resultaron tener aprendizaje relacionado con la biología de la conservación. Los cambios negativos en el entendimiento de los niflos sobre los animales y sus bábitais fueron más prevalentes en las visitas sin guía. En peneral, mis resultados muestran el potencial del valor educativo de las tistias a 200lógicos por los niflos. Sin embargo, también sugieren que los materiales interpretativos estándar en las visitas sin guía no son suficientes para obtener los mejores resultados de los niños visitantes. Estos resultados apoyan un modelo teórico del aprendizaje de la biología de la conservación que enmarca a los educadores ambientales como los encargados de bacer berramientas que desarrollan recursos conceptuales para mejorar el entendimiento de la ciencia por los niflos.



Group Activity: Come up with an outline for your evaluation plan

Come up with an outline for your own evaluation plan. Start by considering on your own (5 minutes):

- What are you trying to achieve?
- What kind of information do you need to answer the evaluation question?
- Is it feasible to gather the data? (opportunities?)
- What is the best data collection approach to use?







Group Discussion (10 min.)

Share your evaluation plan with the group

- How can the plan be extended?
- Improved?
- Clarified?

Evidence-based Public Engagement



Feedback and questions?





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

Prof. Eric A. Jensen



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

Break 20 min

AESIS

#PESI24



Building Supportive Cultures for Public Engagement - Part I

Victoria McGuinness





BUILDING SUPPORTIVE CULTURES FOR PUBLIC ENGAGEMENT

Dr Victoria McGuinness

LET ME KNOW!

Welcome everyone - Thank you for joining my sessions today!

Anything you want to share or ask, please feel free throughout the next two sessions today

If you prefer to ask a question 'in-person' or add it to the chat, go for it!

Today, I will be asking you to get involved – this may be with breakout rooms or polls (tech allowing!) – keen that we have a conversation as much as possible

Any issues, please feel free to let me know in anyway that suits you

SCHEDULE

12.10 Building Supportive Cultures for Public Engagement (Part I)

- Creating a research culture where public engagement is a central theme
- Creative methodologies that create an embedded approach to public engagement

<u>13.00</u> Break

13.20 Building Supportive Cultures for Public Engagement (Part II)

- Evaluating the effectiveness of your support structures and culture
- How to prepare for the future?

14.10 Break

CREATING A RESEARCH CULTURE WHERE PUBLIC ENGAGEMENT IS A CENTRAL THEME

Public Engagement with Research is often connected into these three areas:

- to inform and inspire others 'transmit'
- to listen to others 'receive'
- to collaborate with others 'collaborate'

* Public engagement 'triangle' and newer sources

Public Engagement with Research

Public Engagement with Research (Participatory Research and co-creation)

Knowledge Exchange (mutually beneficial partnerships with organisations beyond the University)

Creative Learning (Informal and formal learning opportunities with organisations including schools; NGOs; charities; regional, national, and international cultural partners)

Innovative: methods and outcomes

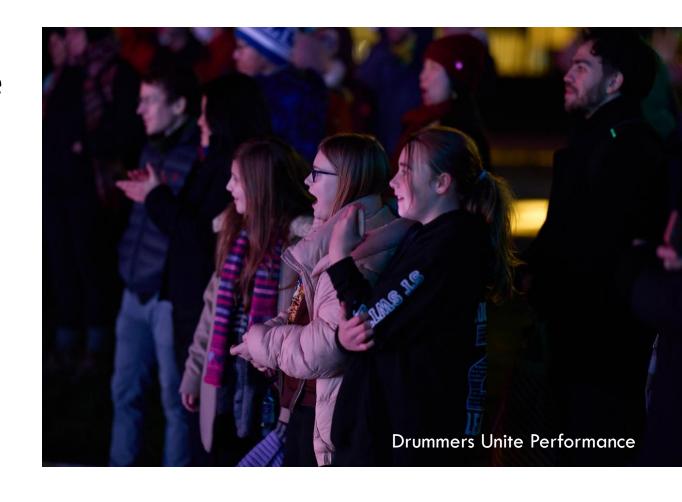
Interdisciplinary: Research Networks and Programmes

Impactful: genuine and sustained engagement

CREATING A RESEARCH CULTURE WHERE PUBLIC ENGAGEMENT IS A CENTRAL THEME

Key to public and wider engagement in research culture

Inclusivity
Consistency
Respect & Honesty
Trust
Time



Who and Why

Broad range of audiences connected to research engagement

- Public (non-University/research audience)
- Sector focused (medical/healthcare, environment, arts and performance, tech and creative industries, policy etc)
- Internal University (cross-, multi-, interdisciplinary)
- National and International collaboration (to other Universities and organisations/businesses)



The 3 C's model of participatory community engagement

- Consultation
- Communication
 - Collaboration

Strengthening ethical community engagement in contemporary Malawi.
 Nyirenda, Deborah & Gooding, Kate & Sambakinsi, Rodrick & Seyama, Linley & Mfutso-Bengo,
 Joseph & Manda-Taylor, Lucinda & Gordon, Stephen & Parker, Michael. (2018 Wellcome Open Research. 3. 115. 10.12688/wellcomeopenres.14793.1.)

Add to the chat or raise your hand to share with the group

Do you have a project/partner/collaboration/end goal in mind?

• Does your current workplace feel like somewhere that could support this?

What could be added/changed to make this happen?

TORCH

The Oxford Research Centre in the Humanities

Research
Community
Connections
Collaborations

TORCH is a nucleus of intellectual energy for the humanities

TORCH is a hub for humanities research engagement and a place to develop innovative ideas and collaborative partnerships both within and beyond academia

www.torch.ox.ac.uk



RESEARCH NETWORKS & RESEARCH HUBS

Focus areas:
Medical Humanities
Environmental Humanities
Race and Resistance
Intersectional Humanities
Performance

INTERNATIONAL

Connecting Oxford researchers with other organisations globally

Strategic Partnerships & researcher exchange



KNOWLEDGE EXCHANGE

Sector priority areas: Theatre & Performance Creative Industries Heritage Policy

PUBLIC ENGAGEMENT WITH RESEARCH

Community co-creation projects.

Participatory research

Creative Learning

How

TORCH facilitates and stimulates research engagement through a combination of consistent contact with researchers in the University and external organisations, and an experienced team who bring in-kind support expertise in project and event management, communications, and networking.

Internal funding is awarded through open calls to researchers working in interdisciplinary ways and/or with external partners. This funding is brought into TORCH in the Humanities Division through a variety of sources.



Funding Opportunities

- Wider organisational internal funds
- Philanthropy Trusts and Foundations, Individuals etc
- Research grants AHRC, ESRC, British Academy, ERC etc



Not reinventing the wheel for each project...

@TORCHOxford

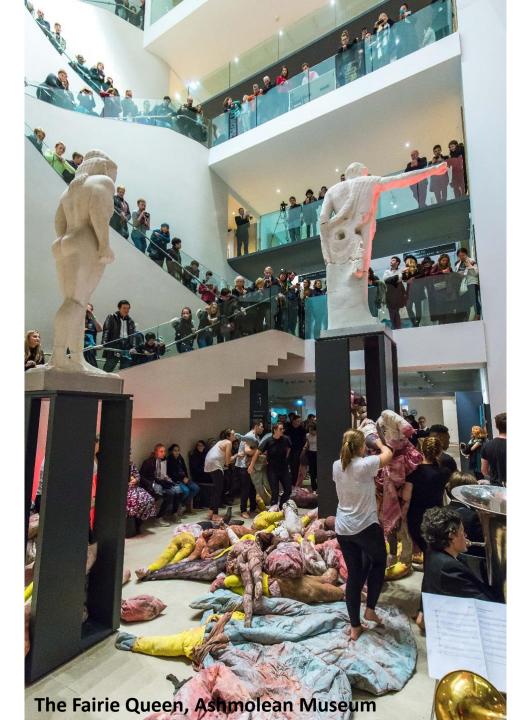
- Twitter 21.7K followers
- Facebook 12K followers
- YouTube 9.53K subscribers
- Instagram 3K followers
- Newsletter mailing list c.9.5K signed up

Website: www.torch.ox.ac.uk

c.350K visitors per year

75% of visitors were new last month





 Genuine and sustained relationships with people/partners

• Long-term institutional planning and strategy for external engagement





- Funding and in-kind support framework for researchers and their partners
- Varying scales for work small to large; different industries
- Grow audience and partnerships





Science Together: Oxford Researchers and Communities is a new programme that explores what challenges can be overcome or opportunities seized by local community groups when they are given access to the world class skills, knowledge and resources of our researchers. We work closely with community groups on projects which are important to them.

Things to think about – add comments in the chat

- What you want to discuss, co-create, or share with the public?
- Who you want to reach who is your 'public'?
- How will you connect with them and when?
- Stay open ask, don't assume
- Be realistic
- Understand the thread and the blanket



Create a community and opportunities available for all

research career stages

- Experimentation & openness go together
- Defined space and methodology to connect with audiences
- Audience focused approach to research engagement
- Multiple impacts



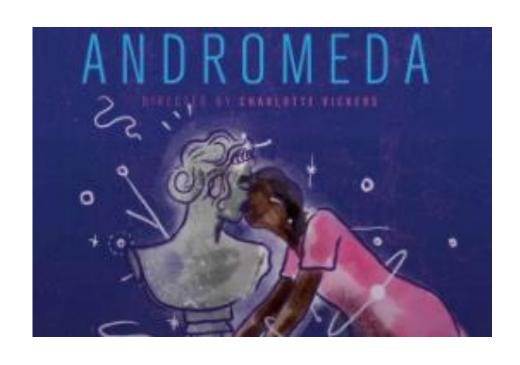
John Pfumojena, Visiting Fellow, University of Oxford

Diversity and the British String Quartet



- 6 Partners, including 5 local schools
- Explores issues of diversity in British classical music through the case study of the string quartet
- Coached 14-18 year olds with low access to music education

Andromeda



- A queer reimagining of Euripides's play of the same name
- Written by Oxford Dphil/PhD Student
- 7 Funders and partners
- Went onto be performed at the Camden People's Theatre (July 2021)

Queer Rural Connections

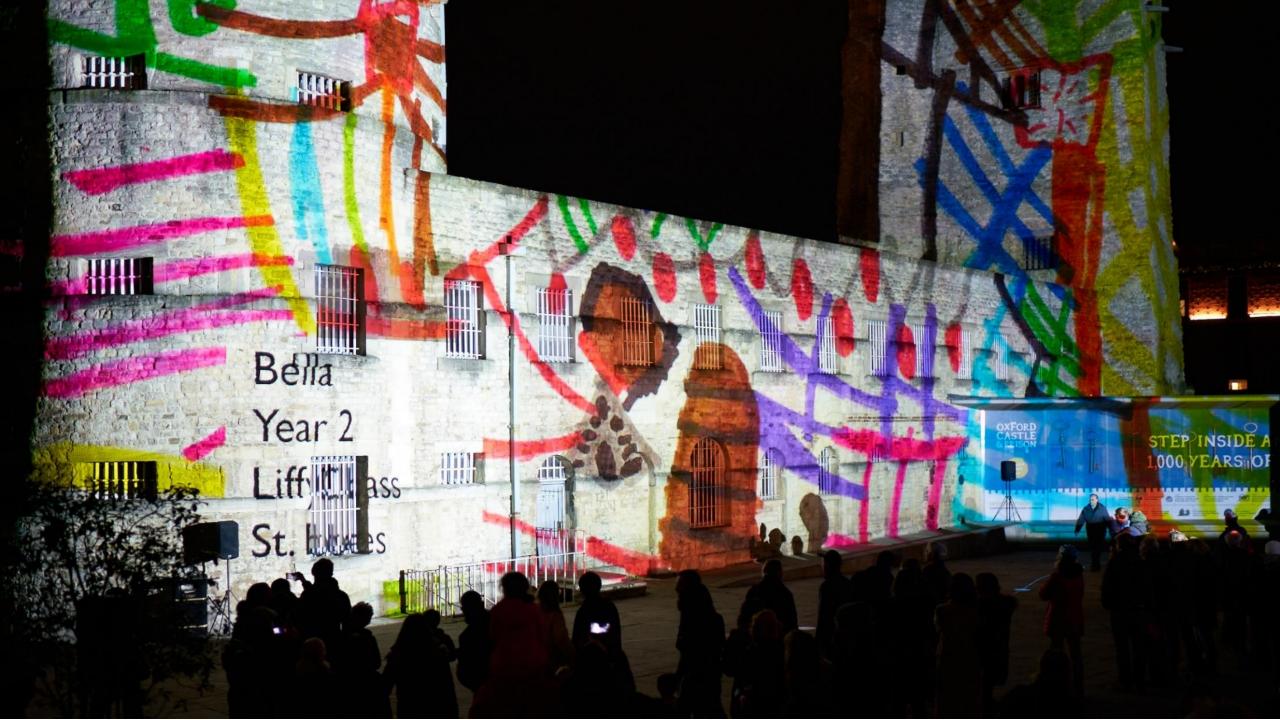


- A filmed documentary and live theatre piece exploring queer rural lives
- Examined how rural LGBTQIA+ communities engage with technology and social media
- 5 partners
- Finalist: British Short Film Awards
 2021

Oxford Castle projection project

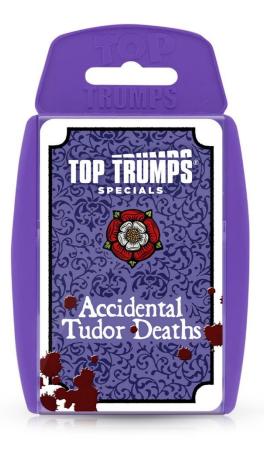






Tudor Accidental Deaths....





Top Trumps Game



Collaboration between researchers in History and 'Winning Moves' company, who own Monopoly, Cluedo, Top Trumps etc.

Based on ESRC funded research project

Commercial project – card game is sold

Fantasy Futures: Imagining Immersive Innovation



Collaboration between researchers in Languages and creative industry partners, including immersive tech and motion capture specialists.

Co-created IP and shared ownership.

Visitor experience in public building using game engine generated versions of the a city.

Discuss

Thinking about your role, your organisation and your location:

- What are the opportunities to embed PER as part of your culture and practice?
- Do you have a project/partner/collaboration/end goal in mind?
- Does your current workplace feel like somewhere that could support this?
- What could be added/changed to make this happen?

What others have shared...

- Practical support (Admin, events, comms, IP and legal etc)
- Networking and connecting to external partners and collaborators
- Funding
- Recognition of individuals and groups prizes, inclusion in research and wider comms, considered as part of promotional criteria etc
- Recognition of relevance and importance (not just for REF)
- Time (!)
- Agile structure and inclusive practice
- Equitable and mutually beneficial collaborations

Schedule

12.10 Building Supportive Cultures for Public Engagement (Part I)

- Creating a research culture where public engagement is a central theme
- Creative methodologies that create an embedded approach to public engagement

13.00 Break

13.20 Building Supportive Cultures for Public Engagement (Part II)

- Evaluating the effectiveness of your support structures and culture
- How to prepare for the future?

<u>14.10</u> Break





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

Break 20 min

AESIS

#PESI24



Building Supportive Cultures for Public Engagement - Part II

Victoria McGuinness



Schedule

12.10 Building Supportive Cultures for Public Engagement (Part I)

- Creating a research culture where public engagement is a central theme
- Creative methodologies that create an embedded approach to public engagement

13.00 Break

13.20 Building Supportive Cultures for Public Engagement (Part II)

- Evaluating the effectiveness of your support structures and culture
- How to prepare for the future?

<u>14.10</u> Break

REF 2029

- 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.
- For REF2029, impact will be assessed in terms of 'rigour, reach and significance'.

Some types of impact to consider

On creativity, culture and society

On social welfare

On the economy, commercial

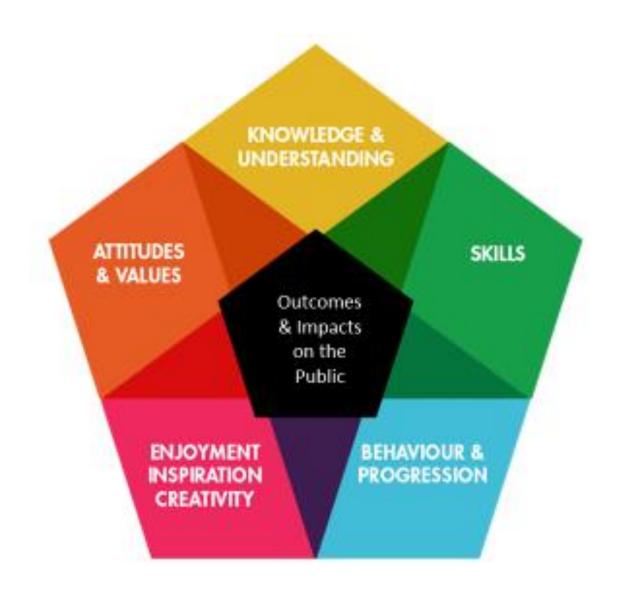
On public policy, law and services

On the environment

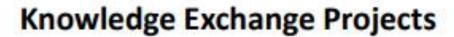
On production, practitioners and delivery of professional services, enhanced performance or ethical practice

On understanding, learning and participation

On the health and wellbeing of people, and animal welfare



Source: Museums, Libraries & Archives Council/ Arts Council England





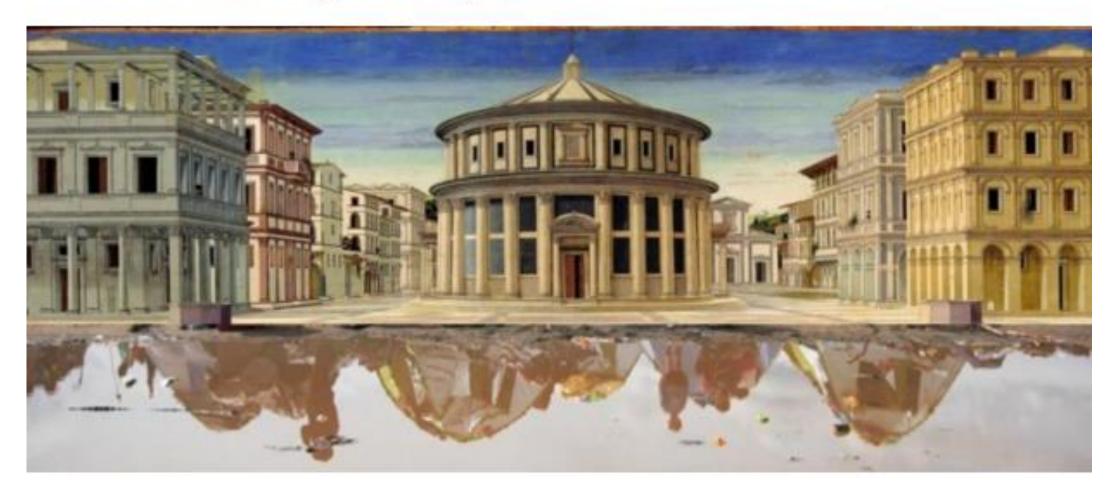
'Words as Weapons' - Crisis Skylight (Homeless Charity) and Sphinx Theatre and Prof Tom Kuhn (German)

'The Indian Army in the First World War' – Soldiers for Oxfordshire Museum and Dr Priya Atwal (History)

'Storming Utopia' – Pegasus Theatre and Prof Wes Williams (French)

'Refugee Heritage: the archaeology of the Calais Jungle' – Museum of London Archaeology (MOLA) and Sarah Mallet (Archaeology)

Storming Utopia



Professor Wes Williams (French) and Pegasus Theatre

East Oxford Primary School, Oxford



80% of the pupils come from a very wide range of ethnic backgrounds. Around 70% of pupils speak English as an additional language and 30 different languages are spoken.



Knowledge Exchange Projects

'Compassion in Healthcare' - NHS/Royal Society of Medicine and Prof Joshua Hordern (Theology & Religion)

'Eating disorders and real-life reading' - Beat Charity and Dr Emily Troscianko (German)

'Celebrating 500 years of Pregnancy and Birth' – Royal College of Obstetricians & Gynaecologists and Prof Valerie Worth (French)

'Fostering a shared understanding of educational success for children in care' - National Association of Fostering providers and Dr Aoife O'Higgins (Education)

Knowledge Exchange



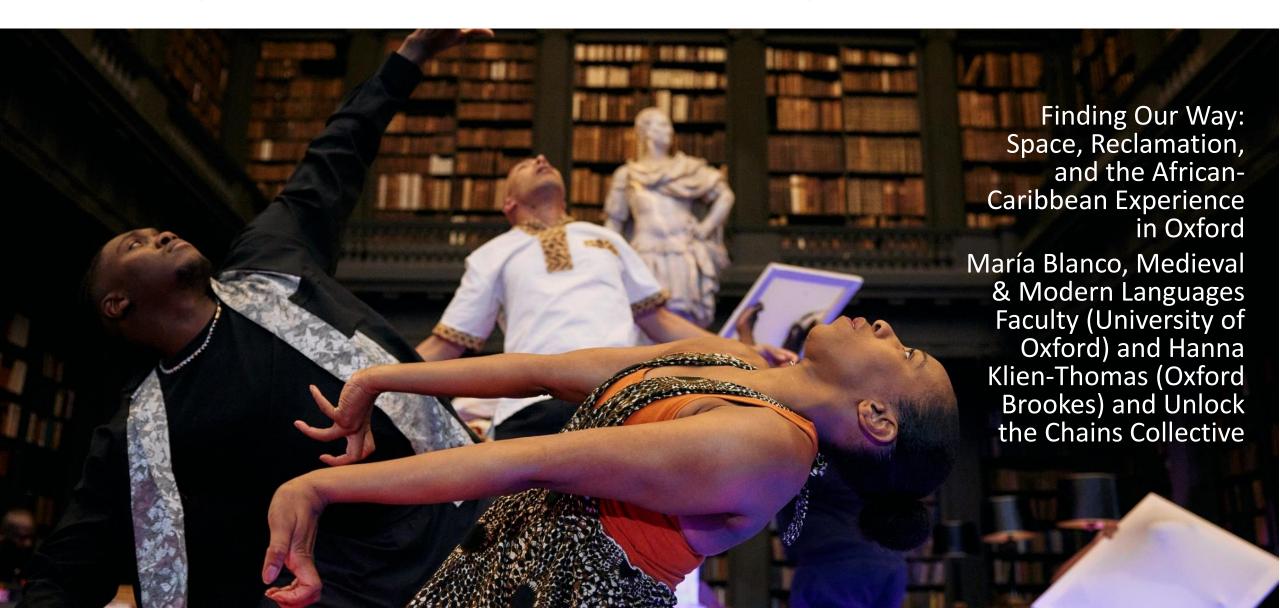


Childhood adversity and lifetime resilience

This project seeks to understand how people who experienced adversity in childhood were affected by these experiences across the course of their lives.

- Prof Lucy Bowes Department of Experimental Psychology
- Prof Siân Pooley Faculty of History

Creative Industries collaborations University of Oxford with Oxford Brookes University



You Are Warmly Invited to Join Us for



6 - 10.30pm on FRIDAY 16 NOVEMBER 2018

See the HUGE building projection, make your own Victorian Christmas Card, listen to bitesize talks, play games & watch a dance performance!

















PROGRAMME

OUTSIDE! See the stunning projection on the Radcliffe Humanities building, created by the sound & light artists 'The Projection Studio' & researchers from the 'Diseases of Modern Life' Project!

IN MATHS

Lower Ground Floor – Lecture Theatre 4 (L4)

FLASH TALKS & Lindy-hop dance performance Join our researchers for bite-sized 10 minute talks!

6.15pm: DANCE!

6.30pm: Life After Illness

Dr Hosanna Krienke

7pm: A Victorian Christmas: Pies,

Puddings & Indigestion! Dr Emilie Taylor-Brown

7.30pm: The Victorian Cult of Health-Seeking

Professor Sally Shuttleworth

7.45pm: DANCE!

: Tell the Telegraph to Stop!

Dr Jean-Michel Johnston

8.15pm: DANCE!

8.30pm: Christmas Shopping & the Victorian

Retail Worker Dr Alison Moulds

9pm: Can NOT Having Sex Make me

better? Dr Sarah Green

9.15pm: DANCE!

9.30pm: Small Streams and Mighty Rivers:

Where Do New Ideas Come From?

Dan Holloway

DANCE Performance! 'The Stomach is the Monarch' Maths – Lower Ground Floor

Join Dr Emilie Taylor-Brown, David Pirie, & Jonny Berliner for a song and dance performance inspired by Victorian understandings of digestive health.

Does being hungry make you grumpy? Have you ever said "you're so cute I could eat you up?" Modern science is proving that our stomachs and minds are inexplicably intertwined, but the Victorians got there first!

IN MATHS

VICTORIAN PHOTO BOOTH
Get your FREE photo (Ground Floor)

Activities for All

Maths - Lower Ground Floor

Make your own weird Victorian Christmas Card Victorians led the way in creating Christmas cards – but their images were not like they are today! Come and make your own Victorian Christmas Card with dead frogs, a dead robin, or a dancing beetle!

Death and Disease Behind the Counter Dr Alison Moulds

Long hours and living-in meant that Victorian retail work was associated with ill-health and exhaustion; come explore the plight of shop assistants and share your own horror stories of working on the shop floor.

Messaging Madness! Dr Jean-Michel Johnston

Come and write your own messages in morse code and learn about how the Victorians developed the telegraph – the origins of 'instant messaging'

IN THE CHAPEL

* Mulled Wine, Spiced Apple Juice and Snack Stalls *

> Learn more about Victorian 'Diseases of Modern Life'!

Join us for a game of 'Medical Marvels' with Dr Sally Frampton and 'Mycelium' with Dan Holloway!

Come see the artwork projection by Cheney School-Rumble Museum students!

Meet the Projection Studio sound and light artists!











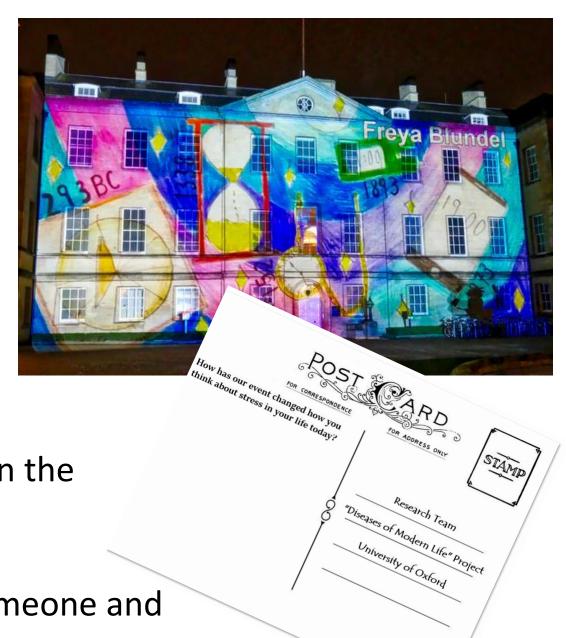


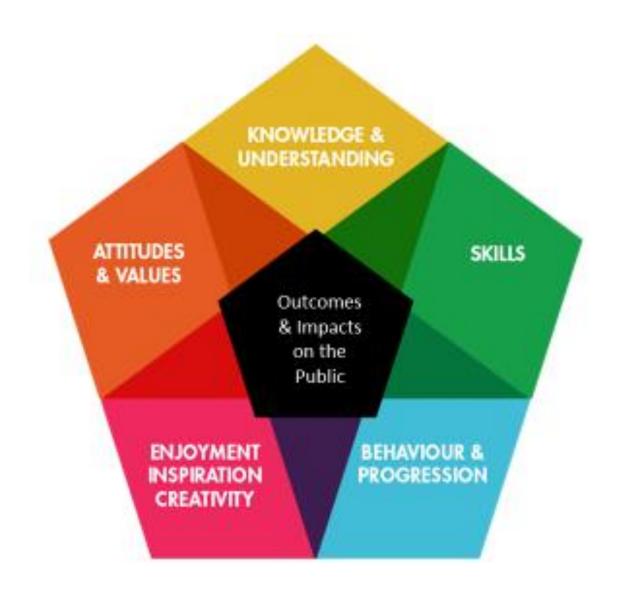


Types of evaluation

Overall:

- Online survey
- In-person survey
- Quick one question postcards
- Young people creative programme
- Competition
- Ticket numbers (and who showed up on the night!)
- What 3 words come to mind
- Each section of the programme had someone and a type of evaluation





Source: Museums, Libraries & Archives Council/ Arts Council England

TORCH

The Oxford Research Centre in the Humanities

Research
Community
Connections
Collaborations

TORCH is a nucleus of intellectual energy for the humanities

TORCH is a hub for humanities research engagement and a place to develop innovative ideas and collaborative partnerships both within and beyond academia

www.torch.ox.ac.uk



RESEARCH NETWORKS & RESEARCH HUBS

Focus areas:
Medical Humanities
Environmental Humanities
Race and Resistance
Intersectional Humanities
Performance

INTERNATIONAL

Connecting Oxford researchers with other organisations globally

Strategic Partnerships & researcher exchange



KNOWLEDGE EXCHANGE

Sector priority areas: Theatre & Performance Creative Industries Heritage Policy

PUBLIC ENGAGEMENT WITH RESEARCH

Community co-creation projects.

Participatory research

Creative Learning

Evaluation – planning

- Use evaluation to help you plan your activities. What is it you want to see change as a result of your activity (outcomes)?
- Think about what methods you'll use to collect the data you need, and make sure these are appropriate for the activity you're doing.
- When will you collect data?
- Use a mix of quantitative (numbers, and the what) and qualitative (the why).
- Consider the volume of data you will then need to analyse.
- What platform to use and their existing audiences.

Evaluation – planning

- Make sure you get feedback from as many people as possible.
- Keep questionnaires short and focus on what is really important.



- Avoid leading questions and use clear language in questionnaires.
- Can the evaluation be part of the engagement activity?
- Build in time to reflect what have you learned and what would you do differently next time?

Evaluation Bingo!

 You have 2 minutes to write down a type of evaluation you have seen, useddreamt about

• I will then read out my list – for every one you have, you get a point

• The Winner wins......the glory of the group (sorry we are online.....)

Evaluation Methods - examples

- Response cards
- Questionnaires (online/paper)
- Interviews (audio- or video-recorded)
- Focus groups
- Graffiti walls
- Drawings
- Observation
- Personal and collaborator (b)logs
- Documentary videos

- Walk and talks
- Workshops
- Analysis, interpretation, presentation of findings
- Creative methods, drawing, writing, photography
- Images/photos
- What 3 words
- Online polls

Evaluation Methods

Consider:

- Suitability for audience;
- Questions you want answered;
- Time needed (for participants and evaluators);
- Venue and location, and;
- Ethical considerations (respect, honesty, ownership, integrity, confidentiality).



LITTLE BOOK OF EVALUATION TOOLS:

Curiosity Carnival case studies

This guide highlights a series of easy-to-use methods to evaluate the impact of Public Engagement with Research activities, including performances, table-top activities, workshops and talks, using case studies from the University of Oxford's European Researchers' Night Curiosity Carnival.

















Is it working?

- Are you learning?
- Are you challenged?
- Are you supported?
- Do your partners and collaborators feel they own the projects too?
- And most importantly are you happy?

Some helpful links to follow up:

- University of Oxford PCER https://www.ox.ac.uk/research/using-research-engage/public-engagement
- <u>Participatory Research Oxford</u> https://www.ox.ac.uk/research/using-research-engage/public-engagement/participatory-research/researcher-insights
- GLAM PER Toolkit (Gardens, Libraries and Museums University of Oxford) https://www.glam.ox.ac.uk/per-getting-started
- NCCPE (National Coordinating Centre for Public Engagement) https://www.publicengagement.ac.uk/resources
- <u>UKRI</u> strategy and overview https://www.ukri.org/what-we-do/public-engagement/
- AHRC Guidance and Support https://www.ukri.org/what-we-do/public-engagement/public-engagement-ahrc/
- University College London <u>Creative Methods</u>
- Arts and Health evaluation Creative and Credible Project (ESRC funded) <u>Creative and Arts Based Evaluation Methods</u>
- Old Fire Station Storytelling Evaluation methodology https://www.storytellingevaluation.co.uk/
- A Guide to Evaluation under the Indigenous Evaluation Strategy (The Productivity Commission, Australia) https://www.pc.gov.au/inquiries/completed/indigenous-evaluation/strategy/indigenous-evaluation-guide.pdf
- Curiosity Carnival (University of Oxford) <u>Evaluation methods</u>
- University of Southampton online evaluation toolkit: www.southampton.ac.uk/per/2017/evaluationplanning.page
- Queen Mary University: https://www.qmul.ac.uk/publicengagement/support/evaluation-toolkit/
- Durham University Participatory Action Research Toolkit: An Introduction to Using PAR as an Approach to Learning, Research and Action)

Schedule

12.10 Building Supportive Cultures for Public Engagement (Part I)

- Creating a research culture where public engagement is a central theme
- Creative methodologies that create an embedded approach to public engagement

<u>13.00</u> Break

13.20 Building Supportive Cultures for Public Engagement (Part II)

- Evaluating the effectiveness of your support structures and culture
- How to prepare for the future?

<u>14.10</u> Break

THANK YOU for your time and ideas!



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

Break 50 min

AESIS

#PESI24



Leadership, Strategy, and Internationalisation - Part I

Mhairi Stewart

AESIS

Before we start please go to our Miro board (link in the chat) and add your name to a post it in the first section.



Leadership, Strategy, and Internationalisation

Dr Mhairi Stewart FRSE

Deputy Head of Public Engagement and Impact

Museum für Naturkunde

LinkedIn: https://www.linkedin.com/in/mhairi-stewart/

X: @scienceartreach

e: mhairi.stewart.mfn@gmail.com



Today's Workshop...

Will focus on leadership and strategy in PE, especially:

- Awareness of skills and attributes for leadership
- Some tips on strategy building
- Foresight for strategy development
- Influencing public engagement policy
- The potential of thinking beyond borders (case studies)

Leadership in Public Engagement



Zoom waterfall

- 1. Open the chat.
- 2. Type in your response, or responses.
- 3. When the facilitator says 'post' send your comment.

Leadership in Public Engagement



What does a leader in PE do that is different from a practitioner?

Leadership in Public Engagement



Skills and Attributes for Leadership





Skills and Attributes for Leadership





What are the skills and attributes needed to undertake these activities?

Applying Skills and Attributes for Leadership

Motivating Mentorship Communication Decisiveness Positivity Integrity Critical thinking Problem solving Strategy Relationship building Dependability Flexibility Time management Authenticity Conflict resolution Responsibility Negotiation Adaptability



Applying Skills and Attributes for Leadership

Motivating Mentorship Communication Decisiveness **Positivity** Integrity Critical thinking Problem solving Strategy Relationship building Dependability Flexibility Time management Authenticity Conflict resolution Responsibility Negotiation Adaptability



Vitae RDF: Public Engagement Leadership Lens

Vitae Researcher Development Framework Public Engagement Leadership lens

To ensure that this is the latest version of this document please go to www.vitae.ac.uk/rdf For conditions of use please refer to www.vitae.ac.uk/rdfconditionsofuse



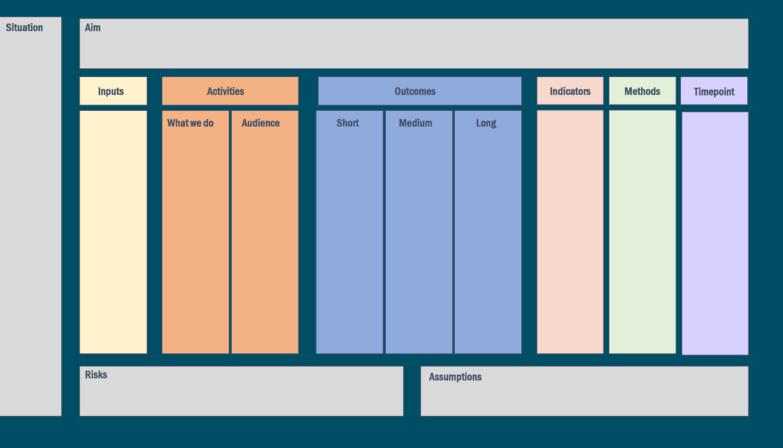
Researcher Development Framework

 Acts as a highly influential advocate for public engagement in academic and non-academic spheres and is recognised as making significant contributions to policy-making bodies and academic committees Motivated to push the boundaries of research by opening it up to scrutiny, reflection and application outside academia - Actively builds collaborations and external relationships and negotiates at national and international level Has the potential to make outstanding breakthroughs considering Collegiality multiple perspectives · Can use a range of leadership styles; includes and enables others; involves others Team working Subject knowledge in decisions; convinces through argument Research methods: theoretical knowledge Understands how different engagement methodologies can be Research methods: practical application applied within different subject areas, and the contribution these . Is highly sensitive to and respectful of individual differences and helps to can make to the development and application of the discipline Mentoring Information seeking shape local, national & international policy for equality & diversity. Actively considers this in public engagement Information literacy and management Collaboration Languages . Is confident in the design of evaluation and any Equality and diversity Academic literacy and numeracy - Is a highly effective communicator who varies approach and public engagement perspective presents research to professional peers/expert and non-· Considers how outcomes for public engagement expert audience in an inspirational & engaging way are meaningfully described and captured Synthesising Critical thinking Displays an excellent grasp of communications theory Communication media Evaluating and practice Publication · Actively seeks new kinds of partnership Problem solving and collaboration and is prepared to . Is a known advocate for public engagement in influence and impact Knowledge and challenge traditional view points and Inquiring mind discipline/research area; has an established public intellectual abilities Public engagement approaches Intellectual insight engagement reputation. Occupies a specific public This domain relates to the Enterorise skills needed to engage with, inowledge and intellectual Innovation engagement post Policy influence and impact on the bilities needed to be able to Argument construction arry out excellent research . Is able to influence policy by working directly with Society and culture Is resilient and determined in the face of economic and broader context Intellectual risk key policy makers challenges and set-backs and is actively keen Domain A to overcome · Creates the conditions for high quality and impactful Health and safety Domain B interaction between research & society Enthusiasm Continuously seeks ways to improve own Ethics, principles Research governance Personal and sustainability Perseverance public engagement and that of less experienced and organisation effectiveness researchers and/or team/department/institution This domain contains the Has expert understanding of the social and ethical IPR and copyright Self-confidence · Encourages self-reflection on public engagement issues pertaining to public engagement, and shapes Respect and confidentiality self-management skills Self-reflection local and national policy and practice in the area Attribution and co-authorship and leads by example conduct that are needed required to take ownership Responsibility Appropriate practice for the effective for and engage in · Promotes public understanding of and involvement in the ethical issues raised by research Preparation and prioritisation · Has long term strategic vision for embedding public Research strategy Commitment to research engagement within the research environment Project planning and delivery Time management · Creates a research environment where public Risk management · Embraces change and anticipates risk. Responds Responsiveness to change decisively coaches and reassures others · Has an expert understanding of the of the challenges · Promotes change and contributes to institutional change of managing responsive, engaged research projects Income and funding generation initiatives to better support public engagement Financial management - Can develop strategies to maximise the contribution Continuing professional development . Willing to take reputational risk in pursuit of excellence in Infrastructure and resources of research to the wider aims of all stakeholders ess to opportunities public engagement Networking Shapes and influences the broader research agenda Reputation and esteen Is influential in setting standards and devising criteria to define the . Aware of wider economic context, Understands funding complexities and skills for public engagement required of researchers variety of sources for funding for public engagement · Contributes to the culture of CPD within own institution and . Highly effective and entrepreneurial in securing investment for public discipline/research area engagement for self and others · Leads networks for public engagement · Influences public engagement funding policy within the HE sector and Generates influence and impact for public engagement through professional associations/bodies national and international network connections with academic and non-academic bodies and organisations Vitae, © The Careers Research and Advisory Centre (CRAC) Limited

Strategy for Public Engagement

The Logic Model

Extended Logic Model



		Sited Dappel IES PER Workplan PRE Cultural					
Annal Annal of	Activity .	Spotting Staffillian reporter partition and experies	Totalisms	Shart have (4 married)	Imparts Intermediate III (il mantho)	Lang-term (2-0 yea)	
Employee No control of the Control o	Militarily appoint bento disabents basel for FER to Allowed properties on Jon ED existing prod- cliniquintee strongs and questions' fielige. What continued: Trap on resulting per committee, table papers for FE, point programs recovery.	THE PARTY	Be-mailted IV	Shade Sales in Appelling Charles SSI in the responsive to comparison Appelling Charles applicate in comparison Contrary about SSI.		Considerate in Fig. 1s consider and including the best or of distingt.	
	Equation PSI conflictional working group. The treat quarters, and receive without, and receive without, and receive and a colour through the colours of the colours. 1 To discovered information on project activity.	- Managari - Office Prisoner - Andrew Stand Principal - Office - Andrews Principal - Office - Office Principal - Office	No make for 10°		-English RETU-Investible and influenced from section recognised leads of flowers RETU-Investible and Influence from Securities and English	contact MS in Street changes, patient, and processes	
	Against Minimum of I Assistant hash-for PM. White are strong in treat in the against are described in Security of the Assistant hash as a security of the I share day for their factors. I share day for their factors and a share their day for their factors, and a share their day for their resemble of their share share their day for their share of their share	Plantor Baraserium Vergels of Schlass Hill Springerium Hill Springerium Hill Schlasser, Stadt	No end the: 17	distribute fundame consistings of PISA printing for their fortuge consoling pages is defined; consoling pages in decision; consoling pages in consolinal conditions; stating consolinal	ricerosa III. Igrafina (irrespi recepto) garello (irrespi esta decentrati decenso e il III. (irrespi esta decentrati decenso e il III. (irrespi e il III. III. III. III. III. III. III. I		
	Expelled Institutional deletitions	Alterologi's (What chance Management) (Whit and the print) (Whit and the print) (White of the colors) (White of the colors)	No. 17 (pr. 17	delicion speed	- Tage Tim MCDF reportation	Consideration In TSD in consists and indication in telescent and distings.	
	Receiption community of Machinerated Securities (MCCPE and recoming security of the security community (MCC) and recoming community for security community	Company of Company or	Residence on St.	rigad to Mill aucting prop	- Annual or other of particular annual Will	- hrited a cety of purpose crossed MA	
Ministry Name of the control of the	Biggled Annexess **State State **Accord State **Accord State **Accord State **Accord State **Control State(#)	Committee Commit	Species (A. V. Annie (A. Species (A. V. Annie (A. Species (A. V. Annie (A. Species (A. V. Annie (A. V. Annie))	Alternational Will suggest direction for execution a coupont for long or design, directionart, directly and bridge,	Manufacture and Environment and State of the	Mills or beaution in all managerine automotive transpir server and grant destina.	
	Pagend Frames Inflicitly solution RP has been been been been been been been bee	off buildings Support of the Support	Hill report to be contributed at contract. New 1.1 of minimum, of policy activities regarding throughout grant period contributions. Minimum of the finance of minimum of the finance of the finance of period contribution of appropriate to particular of the finance of appropriate to period of the finance of the fi	mangout, analy, and today			
	Commence of the Commence of th	HI facilitation Theoper's pitch reporting (UMM) and Report Rolls (Miles (Miles And (Miles (Miles (Miles And (Miles	Name and the ST Conference of particular streams and Ref St. Streams Streams.	strategy is provided of appoint and			
	N. Sellan, NV per maneri iner Statiy belas	off fundamental common	CHEAR DESIGNATION SHOULD BE Published at a body to place (at 1)		Character and Address page in Factors Account of the Control of the Control Character and the seat operating the Control of		
		HE buildeam "Support and superiods frames former students last recipt	Observation in that the "V" alternate in consister invested codes by par- all.	discourse with relevant proget including Replica offices	Manager sales for Michigan	Chapter on a solutional value of	
Season and Season	Stationary The State of the state of the state of an experiment of the state of the	COMPANY Company from Company or the Company or the Company or the	Chapter Committee Control Cont	discussed and the controlling from the controlling of the controlling controlling on the controlling controlling to the controlling of the controlling of the controlling of the controlling of the controlling of the controlling of the controlling	Control, and address year in harming process. Control of the part operation throught the particular programme		
	All the second states and building and the second s	Other observer at patters from 1915 1915 1916 Marie observer	Changinal goal parted	Property operations of the control of the control of the control operation operation of the control operation operat		rturtio	
	Ellinal dispensions of RIS. Selfinal places, case included and one water selfing giving of the other dispensions of RIS.	COM Concession on Concession Constant Autor-Scotland, and Audit Content among climas	Agriculti residings logo (1), Nov. (1), Nov. Magazi constel for sell March (1), Magazi constel for sell March (1), Marchine (1), Nov. (2), Marchine (2), Nov. (2), Marchine (2), Nov. (2),	-Contint publics, whereast to provide and parties receivings or 40 others	Colonia chiquita protettora stili finei sen- cializzationi Colonia protettori in colonia protetti in g. Schille, Schilleri in	Equation of these potenties is other title.	
Malingham Improve part control incognition gall incognition gall galledga part particular gall particular gall particular gall particular gall	Beard state Miller Committee State of and admired release of 1999 to State of and admired release of 1999 to State of the State of the State of 1999 to State of the State of	cophide - Management States - Management States	The T.C. of The annual color revised states	And allow common entered into	Management of MM on therepair is recount.	MANY magnetic risk deceptions. perfect opplyment, performance exists and provided charge.	
	Investibility Schools Record Colored Stands	Translation Translation Translation	Audit accept for 12 Continues of the 22 May 12, hought freezhou May 12, hought freezhou May 22 de 22 de 22 de 22 de 22 de 22 de 22 d		storage the surber of external feachs.		
	Seed Feedback Control of Control of Control of Control of Con- trol of Control of Control of Control of Con- trol of Control of Control of Control of Con- trol of Control of C	eg - GP nanagament taxon	1997 seed to Annually 11 March 1985 topon functional year house	otherwood applications for Richard projects		Strengthen in State Strength of State State Strengthen in State Strength of State State Strength on State Strength of State State Strength on State Strength of State State Strength on State Strength of State State State Strength on State Strength on State St	
Standard deliging Section of the control of Section of		Support prits respectably 44% and France	Married Mill September Street and Company of the Co	14 TH 100 THE STATE OF	History II graft against for history II III hading though III specific grafts. History III Marking through research grafts.		
	Total Comm	CMSS Characters Characters	Chair in carring processes and other part and the descripted SVTV - No. 10. That purpless of whitely in places (in 17		riscolograph of history is 46 page in maning particle	Strain search colored suspendor punits bellessed trough the MCH	
	NAME OF THE OWNER.	Charles out		Management course undergraduse projection Copporated course feedings and	Countries assess the PDI resided prolongraduals projects	Augusting the last personner of empaper materials	
	Employment of Control and of Industry organization Industry of the Service Observing the Technic Manager's to a Bassacritical lapace (Industry of the Bassacritical lapace)	Charles project harvergement uniquiped projection report frontier description made and the contract of the contraction operation	Figure has off the count of the floor and one of the count of the count of the floor and of property states and of property states and of property states and as a set of property states and property states are a set of property states are a set of property states and property states are a set of property states and property states are a set of property states and property states are a set of property states and property states are a set of property states and property states are a set of property states and property states are a set of property states and property states are a set of property states are a set of property states and property states are a set of property states and property states are a set of property states and property states are a set of property states and property states are a set of propert	College and selfers prices of pricely, female the COST and included internations on demographics included international auditorios in largest grantism. Authorized training treats	Topics, and report apportunity for PLOT coming made and the same of their Contribution and their reports fill.	Commercia de Responsa de Companyo de Compa	
	Asperting	HISTORY STATES CHARLES THE CONTROL OF T	All the matters process to regard counterty process to the counterful	Coding and wifes areas of security. Coding into produce on the segments of the coding	Office: "The air + depth understanding of believes and the depth understanding of the depth of		
	Business Figs development for an pring antifestional coapers	Micrograft (Micro Hone) a calmin bad Honey and the Samuel (All Samuel Honey and Samuel (All Samuel Honey) bads	garander ta	do seare d'appointing anticolect alloration les lindrages	Control of the pass of section as the control of th	All gar homes der for 'El saturable and miss artists	

Strategy for Public Engagement

Strategic foresight



The art and science of seeing into the future?

Strategy for Public Engagement

Strategic foresight



A way of making sense of a **VUCA** world (Volatile, Uncertain, Complex, Ambiguous)

A set of methodologies and tools that can help spot potential influences and help you adapt

OR

The art and science of seeing into the future?

Help you lead in creating the change that needs to happen

Strategic Foresight

Taking a futures orientated view



Look ahead



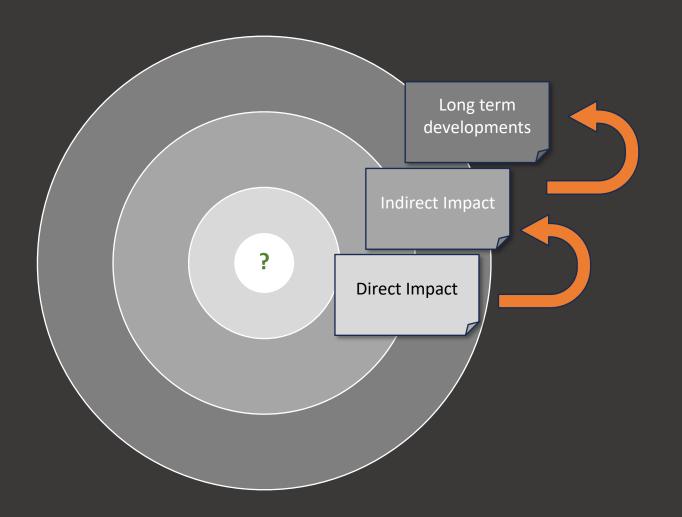
Look across



Look around

Ask:

What if..?



Ask:

What if..?

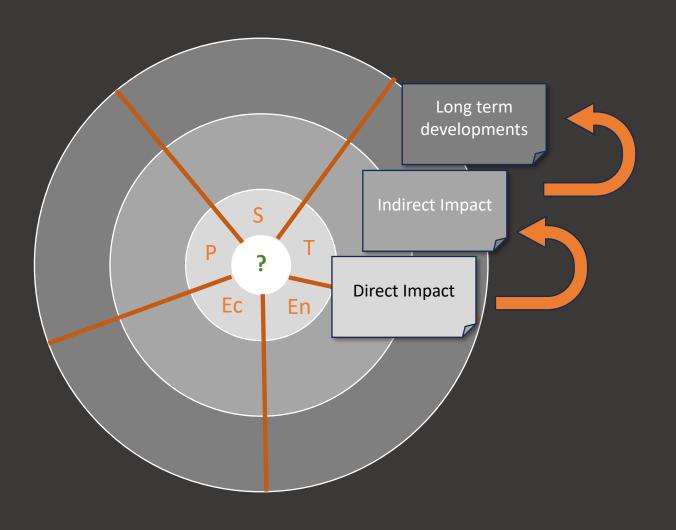
Add context.

STEEP

- Social
- Technological
- Environmental
- Economic
- Political

PESTEL

- Political
- Economic
- Social
- Technical
- Environmental
- Legal





What if public research funding was entirely directed by a public referendum?

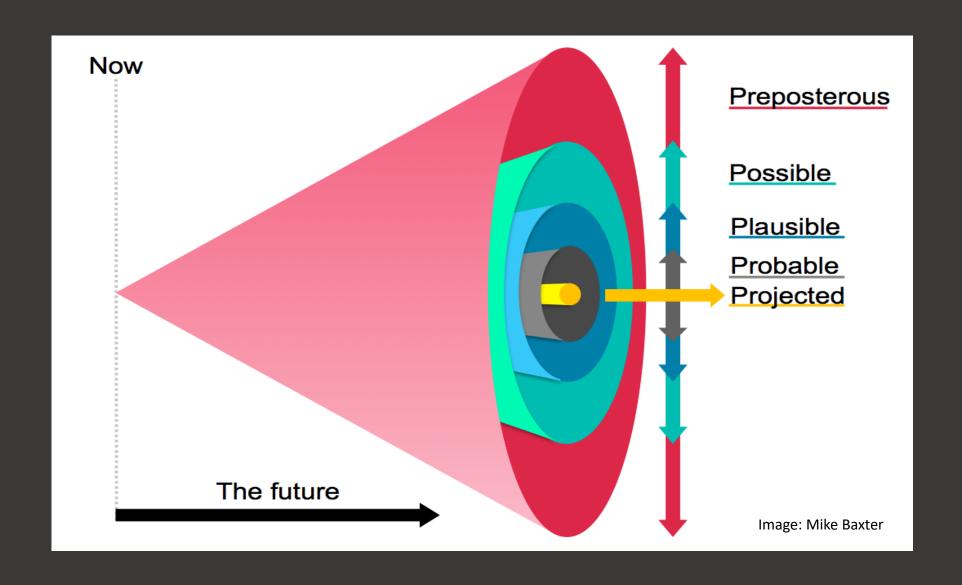
What if more Big Tech companies founded their own research institutions in Europe?

Feedback

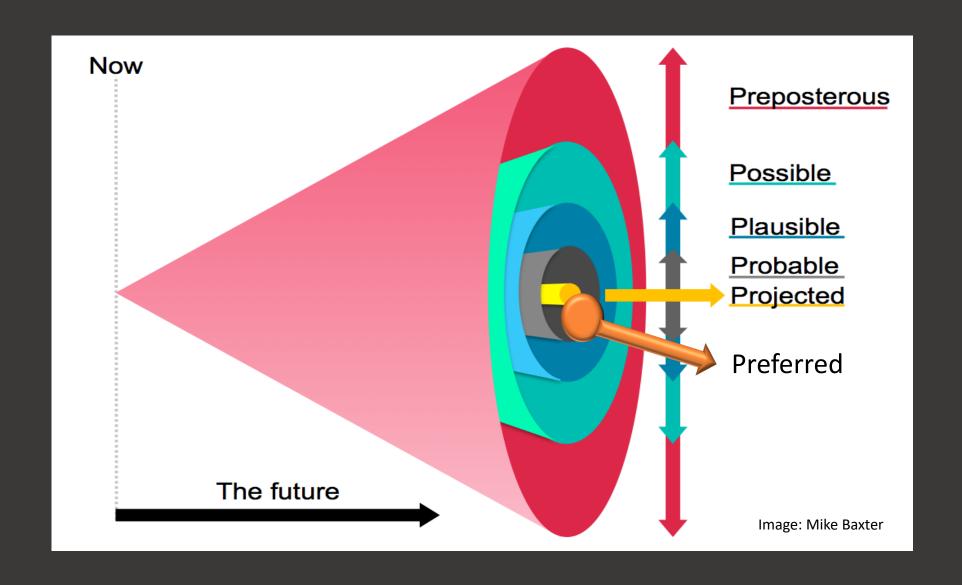
What if public research funding was entirely directed by a public referendum?

What if more Big Tech companies founded their own research institutions in Europe?

The Futures Cone

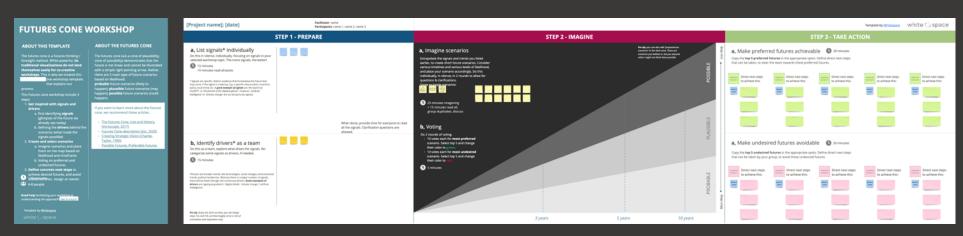


The Futures Cone



The Futures Cone

A co-creative workshop to map future scenarios with your stakeholders.



Source: Whitespace Consulting

Break

Please be back for 16:10 CET



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

Break 20 min

AESIS

#PESI24



Leadership, Strategy, and Internationalisation - Part II

Mhairi Stewart

AESIS

Welcome back!

Influencing Policy for Public Engagement



On a scale of 1 to 5, how much influence do you think you have in your organisation?

Influencing Policy for Public Engagement

Influencing is as much about listening as directing...



Which stakeholders have, or should have, influence on your work?

Influencing Policy for Public Engagement

Influencing is as much about listening as directing...



Which stakeholders have, or should have, influence on your work?

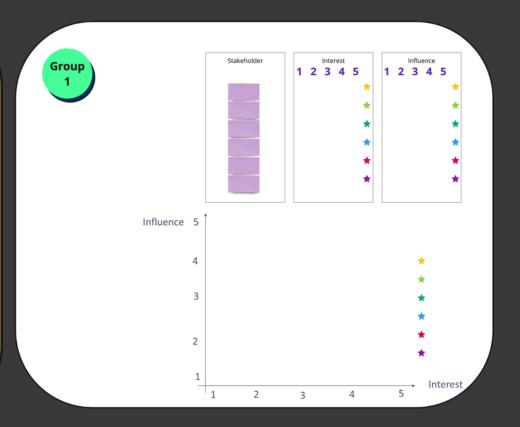
But which of these should you strategically prioritise?

Stakeholder Prioritisation

Influencing (and being influenced)



- 1. Identify your stakeholders place them in the first column
- 2. Identify how INTERESTED they are in your aim and activities on a scale of 1 (least interested) to 5 (most interested)
- 3. Identify how INFLUENTIAL they are on your aim and activities on a scale of 1 (least influential) to 5 (most influential)
- 4. Plot interest vs influence



'INTEREST'

Extent to which the stakeholder group or individuals are *affected* by your activities and outcomes

e.g. educationally, financially, reputationally, through personal development, entertainment, or raising aspirations, etc...

'INFLUENCE'

How influential on your activities and outcomes is the stakeholder group or individuals?

Ability to secure funding

Have useful knowledge

Ability to decide future strategy

Ability to direct funding

Have useful resources

Ability to take final decisions

Ability to direct research questions

Have decision making power

Ability to talk to other influencers

Stakeholder Prioritisation

Influencing (and being influenced)

You are a public engagement manager in a central post in an established University with significant research and teaching interests. You want to establish a central support unit for PE.

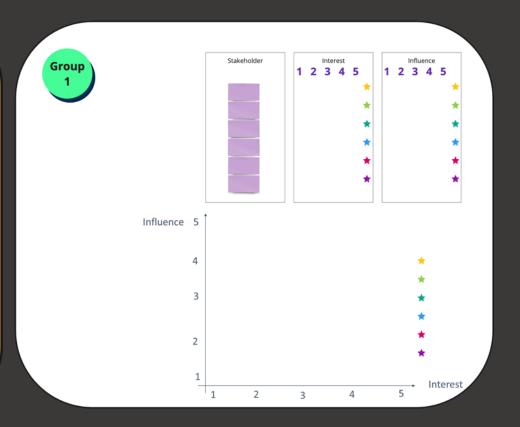
You are an exhibition and activities manager in a busy Science Centre. You want to encourage more off-site activity with marginalised audiences.

Stakeholder Prioritisation

Influencing (and being influenced)

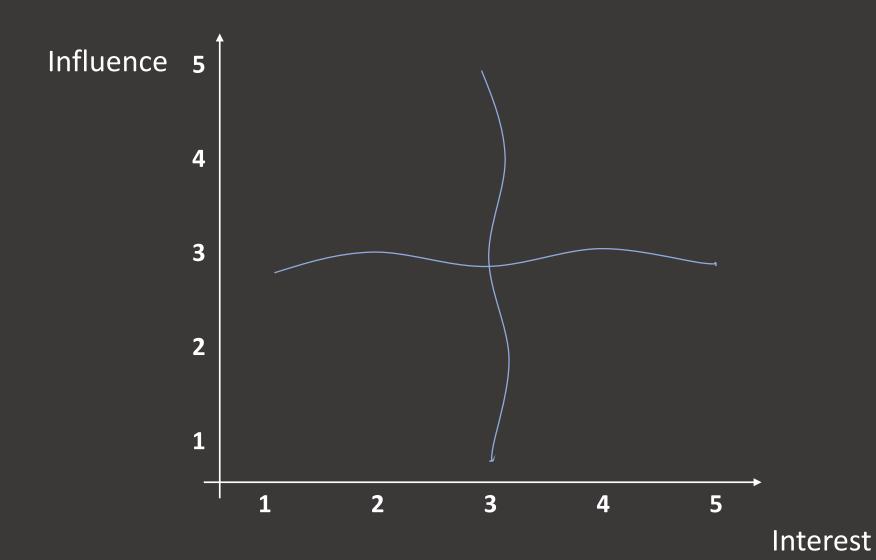


- 1. Identify your stakeholders place them in the first column
- 2. Identify how INTERESTED they are in your aim and activities on a scale of 1 (least interested) to 5 (most interested)
- 3. Identify how INFLUENTIAL they are on your aim and activities on a scale of 1 (least influential) to 5 (most influential)
- 4. Plot interest vs influence



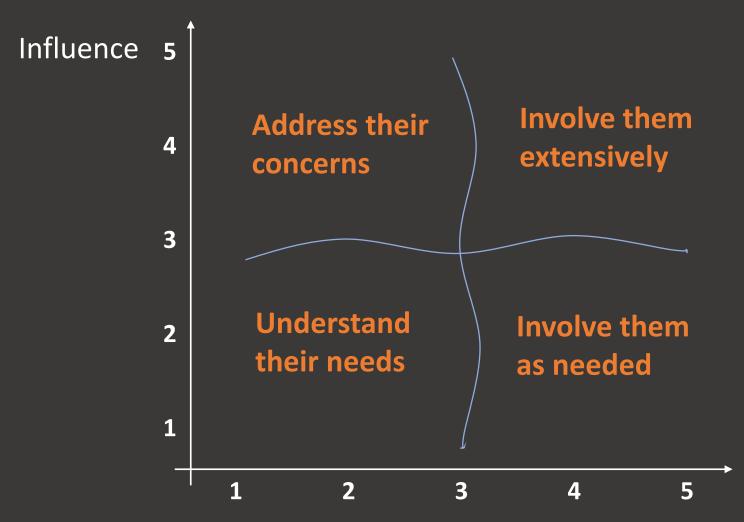
Stakeholder Prioritisation

Influencing (and being influenced)



Stakeholder Prioritisation

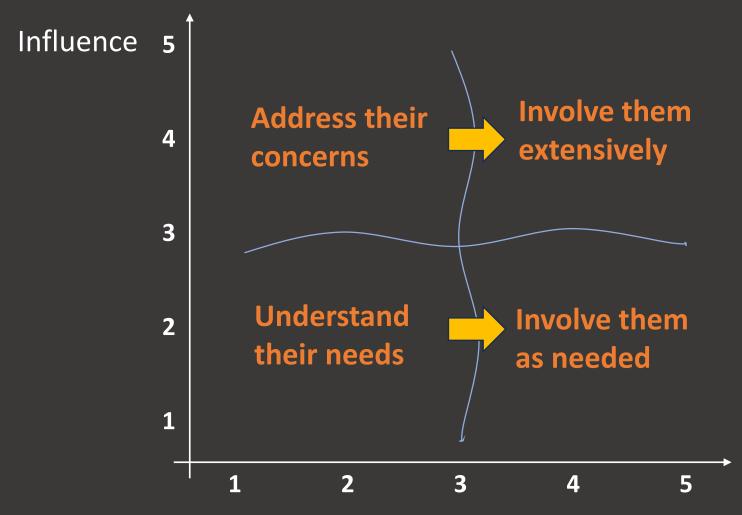
Influencing (and being influenced)



Interest

Stakeholder Prioritisation

Influencing (and being influenced)



Interest

How to Reach your Stakeholders



Treat them like an audience!

- Where are they?
- What outcomes might they want?
- How do they like to communicate?
- Demonstrate the value to them and their goals.

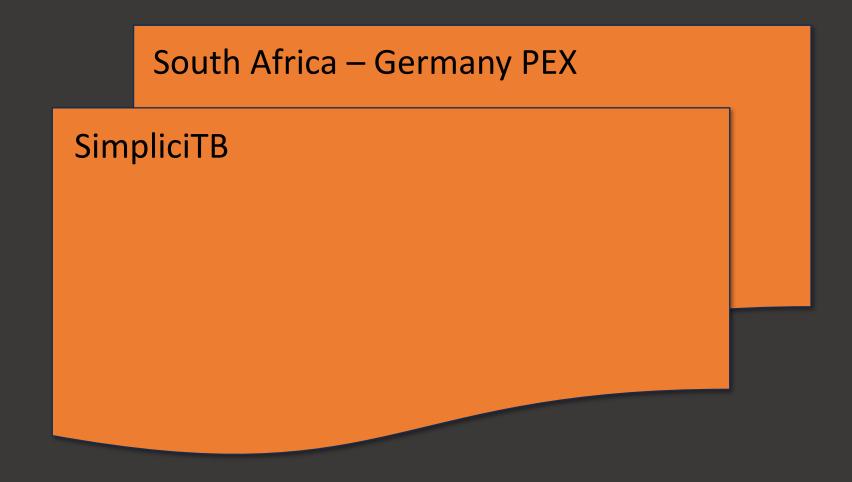
Influencing Policy for Public Engagement

To drive policy change, stakeholders have to recognise the advantage in change.

- Evidence the value of your work to all your stakeholders
 - Collect evidence of change to your internal and external stakeholders
 - Consider how you will present the evidence to internal stakeholders
 - Find ways internal stakeholders can use your evidence in their work

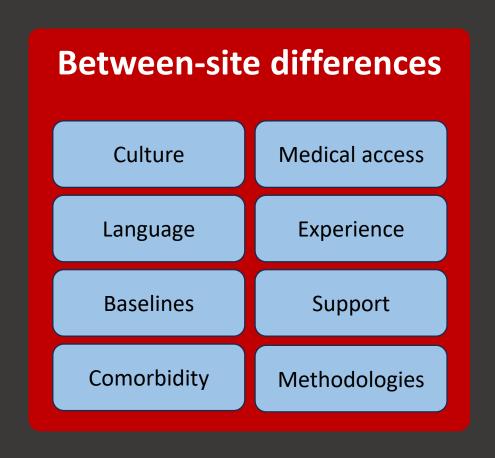
Thinking Wider

Cross border collaboration and influence



SimpliciTB

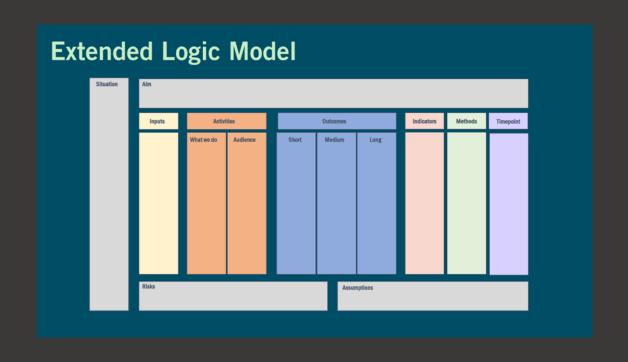
Can we create a flexible framework for the semi-standardised monitoring and evaluation of community engagement activity over nine clinical trials in five African nations?

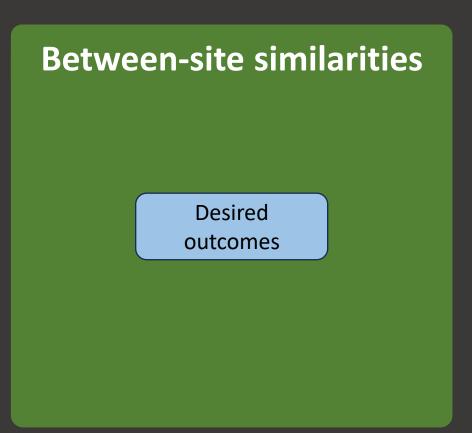




SimpliciTB

Can we create a flexible framework for the semi-standardised monitoring and evaluation of community engagement activity over nine clinical trials in five African nations?





SimpliciTB

Can we create a flexible framework for the semi-standardised monitoring and evaluation of community engagement activity over nine clinical trials in five African nations?

Logic model draft framework has now been used to:

- Standardise reporting
- Create case studies for best practice
- Inspire new cross border 'toolboxes'
- Stimulate capacity development ideas

Future outlook:

- Modified version already being developed by the TB Alliance for new clinical trials
- Start of a network with a view to informing clinical trials globally

South Africa – Germany PEX

Public Engagement Exchange

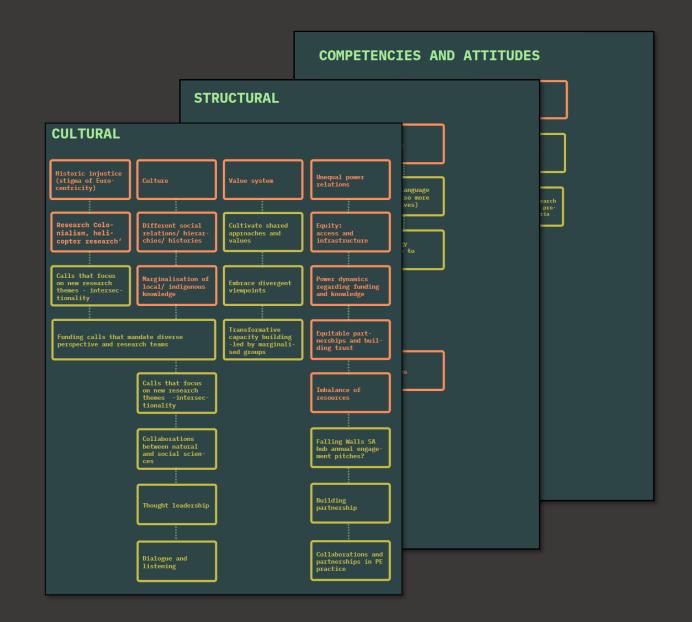


South Africa – Germany PEX

BARRIERS

and

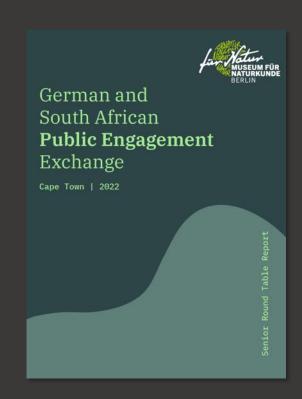
OPPORTUNITIES



South Africa – Germany PEX

Recommendations:

- Scalable training linked to delivery opportunities and exchange programmes
- Culture change initiatives
- Research and evidencing of the value of PE



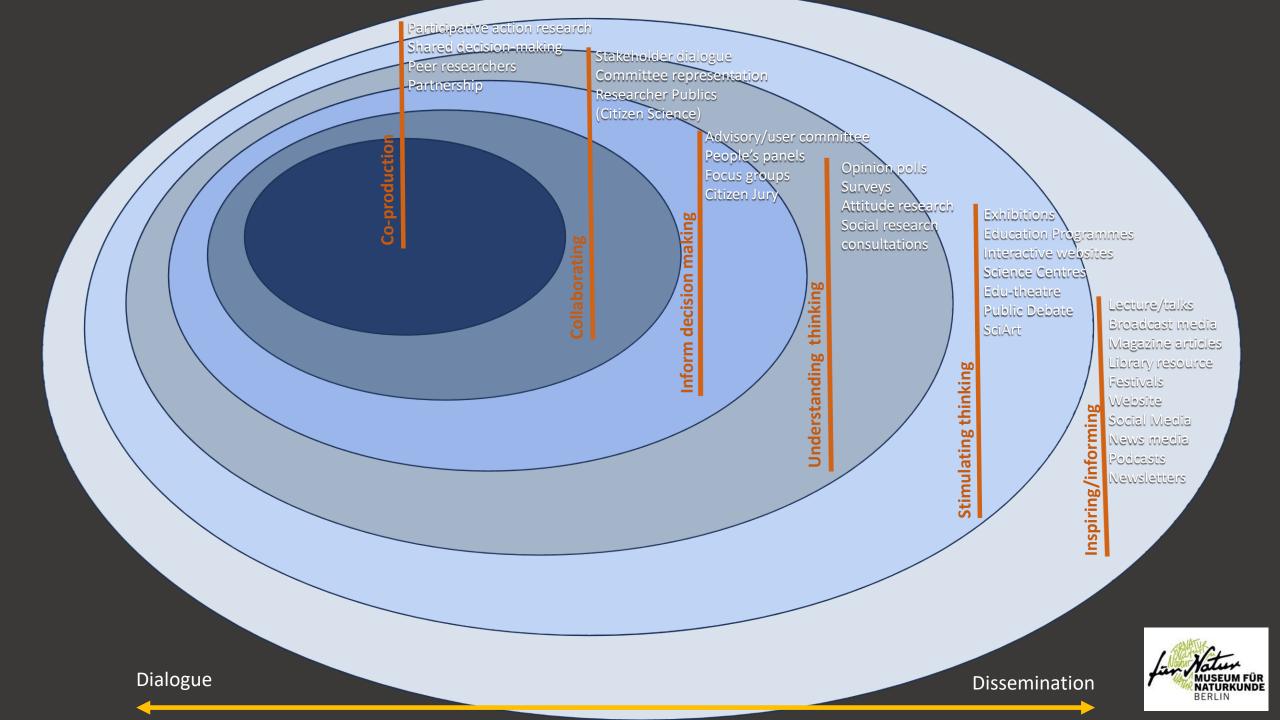
Thank you!

LinkedIn: https://www.linkedin.com/in/mhairi-stewart/

X: @scienceartreach

e: mhairi.stewart.mfn@gmail.com





BEWARE!

Strategies can become an excuse...

Strategies should be continuously appraised and developed



But...

Where does the information for appraisal come from?

Strategic Foresight

The art and science of seeing into the future

Future Scoping
Horizon Scanning

Speculative Design

Data mapping

Scenario building





End of Day 2

17:00 - 17:30 CET

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

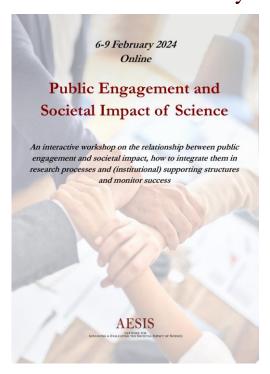
AESIS



Public Engagement and Societal Impact of Science

6-9 February 2024

Overview of Day 3



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

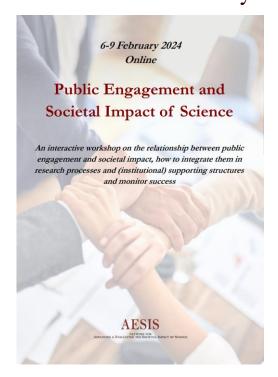
Chair on Community Based Research and Social Responsibility in Higher Education, India



Public Engagement and Societal Impact of Science

6-9 February 2024

Overview of Day 4



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