

# The Engaging Researcher

## Getting started in public engagement



## Facilitator manual

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## Contents

Conditions of use .....	2
Contents.....	3
Acknowledgements .....	4
Summary.....	5
Resources required .....	6
Room and layout .....	6
Preparation of the training space.....	6
Course outline for participants.....	7
Programme overview .....	8
Section timings.....	9
What...is public engagement? (55 minutes).....	10
Programme introduction.....	10
Networking.....	11
Jargon .....	12
Public engagement introduction.....	13
Exploring the triangle model .....	15
Why...engage the public with my research? (15 minutes).....	16
Benefits and motivations.....	17
Reflection .....	19
Who...are the public? (55 minutes plus a 15 minute break) .....	20
Case study introduction (CS) .....	20
Exploring the public (CS) .....	20
Reflection .....	23
So what...about research might be interesting to the public? (35 minutes) .....	24
Research statement (CS) .....	24
Reflection .....	25
How...do I design a public engagement activity? (70 minutes plus a 45 minute lunch break).....	26
Your activity (CS).....	26
Practicalities .....	27
Learning styles .....	27
Evaluation.....	28
Creative ideas and designing your activity (CS).....	30
Reflection .....	31
Your case study (65 minutes).....	32
Case study preparation.....	32
Case study presentation .....	32
Now what...where do I go from here? (50 minutes) .....	33
Engaging researcher skills.....	33
Action planning .....	33
3 things to do next .....	34
Programme review.....	34

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## Summary

**The engaging researcher** uses a case study approach to explore the potential public engagement activities that researchers can get involved in. The programme is experiential in nature and is split across two concepts:

1. Case study activities where researchers work in teams to build a public engagement activity
2. Reflective activities to support researchers in thinking about how they can apply what they have learnt in the case study to their own research field

This programme can be run as a one day standalone course or broken into smaller modules. The exercises may also be adapted for use in your current public engagement courses. To date, they have been used successfully in 1 hour, half-day and full-day sessions, and as part of a 3 month programme, please contact [manuals@vitae.ac.uk](mailto:manuals@vitae.ac.uk) to discuss your specific training needs.

### Type of resource

Training course

### Recommended running time

1 day

### Audience

This material has been written for postgraduate researchers and research staff with little or no public engagement experience but the exercises may work for other audiences.

### Participant numbers

A maximum of 6 groups of 4-6 researchers.

Can also be run with 3, 4 or 5 groups. Minimum group size of 4 researchers.

### Facilitators

Requires 2 facilitators. Can be run without prior knowledge of public engagement

### Learning outcomes

These are the learning outcome areas as mapped on to the Researcher Development Framework (RDF), [www.vitae.ac.uk/rdf](http://www.vitae.ac.uk/rdf). For conditions of use for the RDF please refer to [www.vitae.ac.uk/rdfconditionsofuse](http://www.vitae.ac.uk/rdfconditionsofuse).

A primary outcome is defined as an outcome that is likely to be achieved by all participants irrespective of how the resource is presented. A secondary outcome is that which might be achieved but to a lesser extent than a primary outcome and will vary from participant to participant depending on how the training activity is delivered and what focus is presented

#### Primary learning outcomes:

- Public engagement (Sub-domain D3)
- Team working (Sub-domain D1)
- Communication media (Sub-domain D2)
- Project planning and delivery (Sub-domain C2)

#### Secondary learning outcomes:

- Problem solving (Sub-domain A2)
- Responsiveness to opportunities (Sub-domain B3)
- Collaboration (Sub-domain D1)

## Resources required

For facilitators and set-up:

- Printing (see Appendix 2)
- Postcard and envelope (1 per participant)
- Name badges
- Flipchart paper with stand and pens
- Extra flipchart paper for participants
- AV system with video and sound capability and an internet connection
- The engaging researcher film collection
- Blutac
- Sticky dots or similar stickers in 5 different colours
- A timer and bell or similar (a mobile phone alarm would be suitable)
- Box containing random creative items e.g. tinsel, glitter, tissue paper, paper plates, paper cups, feathers (anything goes here so whatever is available)

A box per group containing:

- Lots of coloured felt tip pens and flipchart pens
- Blutac
- Post-it notes
- Tape
- Scissors
- Post-its
- Sticky dots or similar

## Room and layout

- A room that will comfortably seat the participants in groups of 4-6 with a table per group. Enough space for the participants to move around between the tables.
- Lots of free space on the walls
- A space for participants to stand and move around for the networking icebreaker. For example, this could be at the back of a large training room or in a space outside the room.

## Preparation of the training space

- Layout any public engagement case studies you would like to show participants in a relevant space (see <http://www.publicengagement.ac.uk/how/case-studies>, <http://www.bristol.ac.uk/publicengagementstories/> and funding council websites for examples).
- Prepare the registration area using the discipline sign, sticky dots and flipchart (see the [Programme Introduction](#) section for details) in addition to your normal registration procedure (name badges, sign-in sheet etc).
- If you choose to, prepare flipcharts for discussions (see sections on [Jargon](#), [Exploring the public](#), [Research statement](#), [Case study presentation](#) and [Engaging researcher skills](#) for details).
- Put up the laminated Why Do Public Engagement Drivers and Why Do Public Engagement Quotes around the room, see [Benefits and motivations](#) section for details)
- Create the public engagement triangle on the wall (see [Exploring the triangle model](#) section for details).



## Course outline for participants

**Audience:** Postgraduate researchers and Research staff with little or no public engagement experience.

### Keen to engage the public with your research but not sure where to begin?

An engaging researcher is just like any other researcher - with one important difference. Engaging researchers go out of their way to involve the public with their research. They open up opportunities for others to get involved, provide new perspectives on the value of their work, and stimulate people to be curious about the world of research - and why it matters.

This one day highly interactive workshop has been designed for researchers who are new to, or have some experience with public engagement. During the workshop, participants will:

- Explore how public engagement can benefit you, your research, research funders and the public with whom you engage.
- Discover the huge range of activities you can use to engage the public with your research.
- Investigate the needs of different publics, explore potential engagement barriers, and identify solutions for overcoming them.
- Explore methods for evaluating the impact and success of public engagement activities.
- Put your knowledge and skills into action to design and plan a public engagement activity.
- Examine which public engagement activities complement your current skills and what will help you develop your skills further.
- Learn how to take the next steps in finding public engagement contacts and opportunities.
- Collaborate with peers from a range of disciplines.

Previous participants said about this workshop:

- *"Very enjoyable, useful and thought provoking"*
- *"Good starting point for thinking about how to use public engagement with my own research, about potential barriers and ways to overcome them."*
- *"It was fun and definitely engaging!!! Extremely worthwhile"*
- *"This is the best public engagement course I have been on. It was fully interactive and not a lot of being talked at! Much better to use our own initiative!"*
- *"Rekindled the 'dreamer' in me – sparked a few innovative ideas and showed that I can be engaging and it is possible to hold your own public engagement event"*

## Programme overview

**What...is public engagement?  
55min**

Programme introduction	09:30-09:40
Networking	09:40-09:50
Jargon	09:50-10:00
Public engagement introduction	10:00-10:15
Exploring the triangle model	10:15-10:25

**Why...engage the public with my research?  
15min**

Benefits and motivations	10:25-10:35
Reflection	10:35-10:40

**Who...are the public?  
55min (+15min break)**

Case study introduction (CS)	10:40-10:45
Exploring the public (CS)*	10:45-11:45
Reflection	11:45-11:50

**So what...about research might be interesting to the public?  
35min**

Research statement (CS)	11:50-12:20
Reflection	12:20-12:25

Followed by lunch (45minutes)

**How...do I design a public engagement activity?  
70min (+45min lunch)**

Your activity (CS)	12:25-12:30
Practicalities	13:15-13:20
Learning styles	13:20-13:30
Evaluation	13:30-13:45
Creative ideas	13:45-13:50
Designing your activity (CS)	13:50-14:15
Reflection	14:15-14:20

Followed by coffee (15minutes)

**Your case study  
65min**

Case study preparation (CS)	14:35-15:10
Case study presentation (CS)	15:10-15:40

**Now what...where do I go from here?  
50min**

Engaging researcher skills	15:40-15:55
Action planning	15:55-16:15
3 things to do next	16:15-16:20
Programme review	16:20-16:30

\* Includes 15 minute coffee break

CS denotes case study activities



## Section timings

The programme below is also included in the Participant Toolkit (minus the colour-coding) and includes approximate timings for each section and breaks.

TIME	DETAIL
09:00 – 09:30	Participant registration
09:30 – 10:25	What...is public engagement?
10:25 – 10:40	Why... engage the public with my research?
10:40 – 11:05	Who...are the public?
11:05 – 11:20	Break
11:20 – 11:50	Who...are the public? (continued)
11:50 – 12:25	So what...about research might be interesting to the public?
12:25 – 12:30	How...do I design a public engagement activity?
12:30 – 13:15	Lunch
13:15 – 14:20	How...do I design a public engagement activity? (continued)
14:20 – 14:35	Break
14:35 – 15:40	Your case study
15:40 – 16:30	Now what...where do I go from here?

## What...is public engagement? (55 minutes)

### Programme introduction

#### Purpose

- To get participants thinking about public engagement from the moment they arrive
- To inform the networking and explore The Public Engagement Triangle model
- To set the scene for the day and introduce the facilitators

#### Structure:

- During registration and 10 minutes at start of the programme (09:00-10:40)

#### Resources

- Discipline sign for registration (Appendix 3)
- Sticky dots or similar in 5 different colours to correspond with disciplines
- Two flipchart sheets titled 'Public engagement I've seen or heard about' and 'Public engagement I've taken part in'
- Post-it notes

#### Detail

##### *During arrival/registration:*

- As people arrive for registration, ask them to select a relevant coloured sticky dot which reflects their broad research field. This is to encourage participants to mix with researchers outside their field from the networking activity onwards. Suggested fields for a mixed discipline group:
  - Arts and humanities
  - Biological sciences
  - Biomedical sciences
  - Physical sciences and engineering
  - Social sciences
- If using this programme with a less mixed group e.g. one faculty or school, choose relevant research fields to encourage participants to mix with researchers outside their immediate research topic.
- Also ask participants to add examples to the two flipchart sheets using post-it notes:



## At the start of the session:

Introduce the programme (slides 1-3)



Slide 1: Housekeeping and facilitator introduction



Slide 2: Signpost to the sections of the day. Emphasise:

- this is an experiential training course so you will be doing activities and are expected to actively contribute.
- you will have the opportunity to reflect on how these activities relate to your own research and public engagement ambitions throughout the day.
- you will be working in multidisciplinary teams to help you get used to talking to people from outside your field



Slide 3: Signpost to the Participant Toolkit handout. Highlight the course programme and reflective questions throughout the toolkit. Ask 'what do you hope to gain or learn by attending this event?' and get them to jot down their thoughts in their toolkit. Remind participants to keep their personal objectives in mind for the rest of the day.

## Networking

### Purpose

- To get participants into groups of mixed disciplines and interacting with each other in semi-structured networking session.

### Structure

- 10 minutes (09:40-09:50)

### Resources

- A timer and bell or similar (a mobile phone alarm would be suitable) to signal changeovers during networking activity.

### Detail

- Ideally this activity is run in an open space with lots of room for participants to move around. If the training room does not have this kind of space, this activity could be run before the programme introduction section in the area where participants register (or anywhere else suitable). They can then be moved into the training room for the programme introduction once they have formed their multidisciplinary groups.
- Participants are to speed network with each other looking for disciplines other than their own (using the coloured sticky dots on their name badges).
- Participants spend 1 min with each other (i.e. have 30 seconds each) to introduce themselves. Ask them to talk about 2 of the following questions:

- Who are you and what research are you doing?
- What is your interest in public engagement?
- What has been the most challenging thing to date about your public engagement experiences?
- Who inspires you in their research field?
- Share an interesting or unusual fact about you or your research
- After 1 min move to a new partner. Repeat 3 times. Keep them strictly to time so they get used to engaging others quickly.
- Following the networking activity ask participants if there were any connections or interesting perspectives they'd like to share.
- Then ask participants to self-select mixed discipline groups of 4-6, which they will stay in for the remainder of the course.

## Jargon

### Purpose

- To highlight the importance of finding a common language for effective communication between researchers and non-specialists.
- As a group icebreaker

### Structure

- 10 minutes (09:50-10:00)

### Resources

- Pre-assembled jargon packs for each group (Appendix 7)

### Detail



Slide 4:

Explain: It is likely that as participants shared their research areas with each during the networking activity that terms, phrases and acronyms that are familiar to them but not to others crept into the discussion - without them even realising it. As we get more familiar with our subject matter we further develop our own research language. To anyone that cannot communicate in this language we are speaking in jargon.

Ask the following questions (you may want to use flipchart to refer back to these throughout the programme):

- **What is jargon?** Definition: Jargon is any complex language that unnecessarily prevents clear understanding or explanation.
- **Why do we use jargon?** Sample replies: *part of the academic community/ specialised knowledge; it is difficult not to; becomes a bad habit as we grow used to it; fill in a gap; we aren't clear in our minds about what we are trying to say, etc*
- **What is the impact of speaking in jargon?** Sample replies: *Poor communication; prevents understanding; causes confusion or misunderstanding; may foster the wrong perceptions about research; puts up barriers; makes the research/researcher inaccessible, etc.*
- **When is it ok to use jargon?** Sample replies: *point of curiosity; provide context; when there isn't an alternative etc.*



## Creating the jargon statement

- Hand out 1 jargon pack to each group and give them 2-3 minutes to come up with a statement using all of the words in their pack. They have been given a blank which they can use to denote any word. It does not have to be a perfectly formed sentence. They will then be asked to explain the meaning of their sentence back to plenary.
- Ask each group to read out their sentence and then explain the meaning of it.

## Debrief

Explain the following in the activity debrief:

Ask **What did you find interesting about that exercise?** *Sample replies: It's easy to use jargon; It's easy to say nothing using a lot of random words; Didn't realise some of these words were considered to be jargon; You can pretty much substitute nonsense terms and still get the same incomprehensible message; This sounded like a recent tax notice letter I received!; The statements actually made more sense with the word sheep included.*

Sometimes it is inevitable that you will need to use technical terms. This is fine as long as you explain clearly what the term means from the outset. Jargon can also be used as a point of curiosity to engage the public, just remember to provide context and relevance.

Jargon is not just the scientific or research terms and acronyms that you may use, it also means longer or formal terms such as endeavour (try), erroneous (wrong), utilisation (using) and methodology (process).

As you go through the day, really listen to each other and help identify any potential jargon that you hear. You might want to start your own dictionary in your Participant Toolkit, jotting down any terms that others pick up on and think about whether you really do need to use a particular term. If you do, then how will you make that information accessible to others?

## Summing up

As an engaging researcher you need to think about how you will most effectively communicate with different publics. You can modify your language to make the subject matter interesting, relevant and appropriate. Try to describe your work in ways that can be easily visualised. Use analogies and metaphors to help explain complex processes and relation to everyday situations. Keep this in mind as we explore public engagement throughout the day.

## Public engagement introduction

### Purpose

- To provide background information and showcase the huge variety of public engagement activities

### Structure

- 15 minutes (10:00-10:15)

### Resources

- Films of engaging researchers

### Detail

- Slides 5-8:



Slide 5: Show a relevant film clip from the engaging researcher collection to showcase how some early career researchers have started their public engagement journey. Point the researchers to the website ([www.vitae.ac.uk/publicengagement](http://www.vitae.ac.uk/publicengagement)) to view other films. Ask participants what they noticed about the researcher in the film and what they might take away from their story.





Slide 6: Explain that public engagement means many things to many people. There isn't a single definition and, depending on your research discipline and your institution's culture, your experiences of 'what it is' and 'doing it' will differ greatly. But it is useful to come to a shared understanding of what we mean by public engagement.

*"Public engagement describes the myriad of ways in which the activity and benefits of research can be shared with the public. Engagement is by definition a two-way process, involving*

*interactions and listening, with the goal of generating mutual benefit". – Vitae "The engaging researcher" booklet.*

There are a large number of opportunities to engage with the general public, for example:

- giving talks at local and national organisations about your research area
- running or contributing to adult education courses
- contributing to open days and other school outreach activities
- taking part in writing or poster competitions
- joining a scheme like STEM Ambassadors to go into schools
- writing a press release or blog about your research

As we go through the day, we'll explore some of these activities in more detail. Some of you in the room will already be familiar with the range of approaches and opportunities and you are encouraged to talk to each other and to share your own experiences.



Slide 7: The Public Engagement Onion

Explain that this model shows public engagement methods and activities as a series of layers, like an onion. With each layer, the focus moves from two-way dialogue and co-design or co-decision making to telling or information giving. Hence the impact on your research or on influencing policy decreases as you move towards the outer layers of the onion.

Some activities may have a more natural/obvious fit with your research discipline. For example:

- STEM based research has a history of inspiring future generations of scientists. *'Information'* and *'Stimulating Thinking'*
- Social science has a tradition of investigating public attitudes and shaping public policy. *'Understanding Thinking'* and *'Informing Decision Making'*
- The grant peer review panels of UK research funders such as AHRC and BBSRC include reviewers from outside the academic community to provide perspectives on the social, cultural or economic impact of proposals. *'Making Decisions'*.

However as research becomes more collaborative and innovative you are likely to see a blurring of these traditional divisions. When thinking about the types of public engagement activities you wish to get involved in, use the Onion model to consider how you could create a meaningful experience for both yourself and the people involved in that activity.

**Source Acknowledgement:** Wellcome Trust



Slide 8: The Public Engagement Triangle

Explain that this model, also referred to as the Public Engagement Conversational Tool, is designed to help you explore your reasons for carrying out any public engagement activity.

It can help you to plan, design, and draw out objectives for your public engagement activities. It will also help you to think about your public engagement strategy, possible approaches, and

consider how you could evaluate your activity against your objectives.



The model shows three broad, but often overlapping purposes:

- **Transmitting** information to others
- **Receiving** information from others
- **Collaborating** or coproducing information or outcomes with others.

At one corner the purpose of engagement is to transmit - to inspire, inform, change, educate, build capacity or involvement, or influence decisions of the public. At a second corner, the purpose of engagement is to receive – to use the views, skills, experience, knowledge of the public to inspire, inform, change, educate or build one's own capacity or decision making. These two are the most common purposes and types of engagement. At the third corner is a place that is less practiced (although much talked about), which is about collaborating – considering, creating or deciding something together with the public.

Very often more than one purpose will lie behind public engagement, but a simple starting point is to clarify which one is predominant? Which type of public engagement will help achieve the underlying reason for needing to do it at all? Knowing this helps you to consider the range of available public engagement methods or activities, select the most appropriate activities to meet your identified needs, and to evaluate those activities against your objectives.

**Source Acknowledgement:** The Public Engagement Triangle: a conversational tool. Developed by Lindsey Colbourne, August 2010 for the BIS Science for All group.  
<http://interactive.bis.gov.uk/scienceandsociety/site/all/files/2010/10/PE-conversational-tool-Final-251010.pdf>

## Exploring the triangle model

### Purpose

- To generate ideas for public engagement activities
- To show how to use a model in practice

### Structure

- 10 minutes (10:15-10:25)

### Resources

- Post-it notes
- A large version of the triangle model (Appendix 6)

### Detail

- Prior to the course, assemble a large version of the triangle model on the wall of the training room.
- During the jargon activity, one of the facilitators should transfer the post-it notes from the flipcharts at registration to the relevant parts of the triangle according to the amount of transmitting, receiving or collaborating that activity involves.
- Ask the groups to brainstorm as many types of public engagement activity as they can think of, 1 activity per post-it note (2 minutes)
- Ask them to map the activities to the relevant areas of the triangle (5 minutes)
- Debrief the patterns shown in the triangle e.g. There are often more activities towards the transmit corner, point out that this is a common theme. Read out the types of activities that are in each corner of the triangle and which activities are in the middle (blend of transmit, receive and collaborate). Point out that this exercise was designed to get the conversation started with regards to the kinds of public engagement activities they are aware of and what the activities might achieve.

Your resulting triangle may look similar to this:

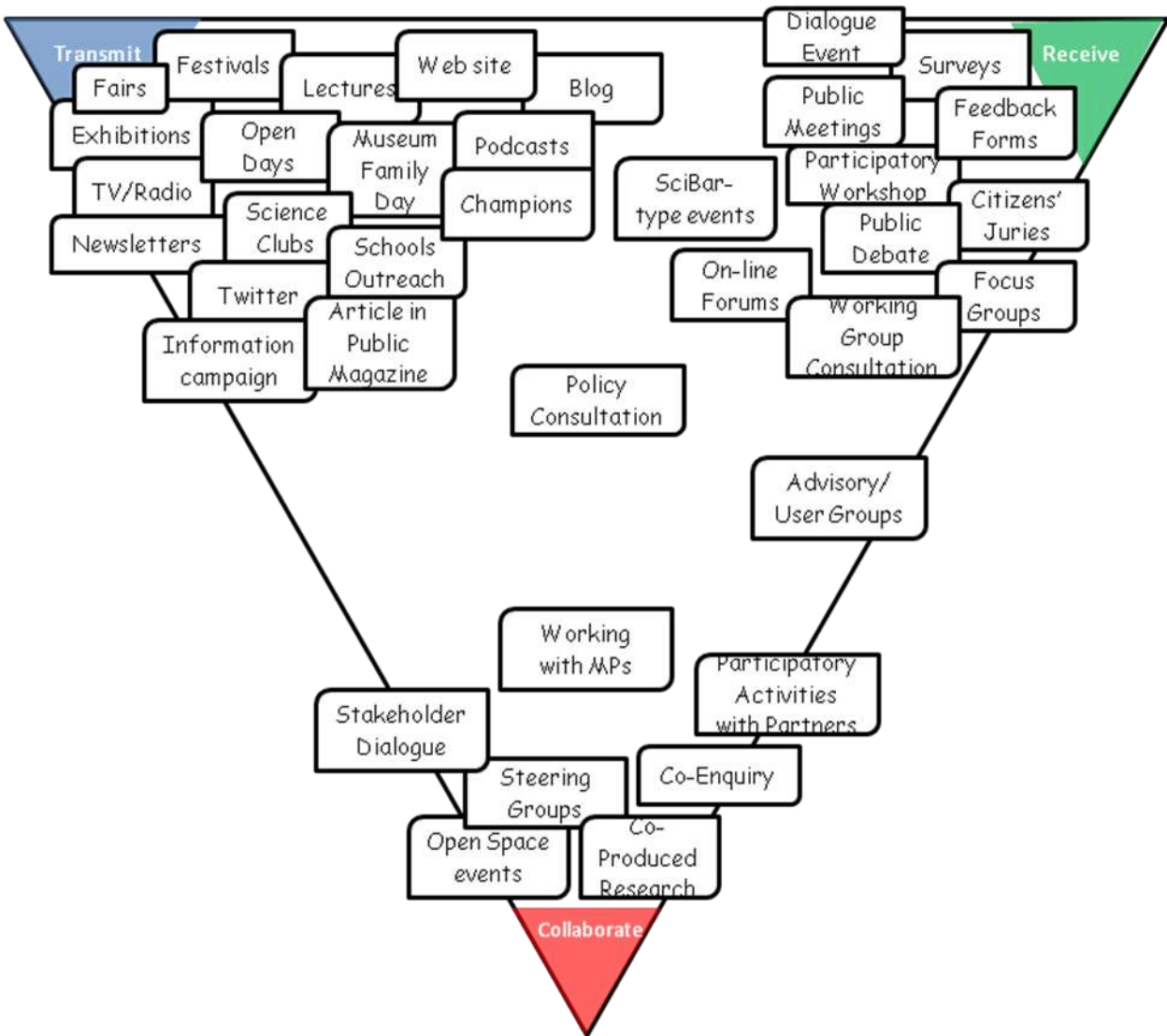


Photo showing the results of a mapping exercise

## Why...engage the public with my research? (15 minutes)

### Benefits and motivations

#### Purpose

- To explore and discuss the many reasons for participating in public engagement.
- To identify participant's own motivations and drivers for participating in public engagement.

#### Structure

- 10 minutes (10:25-10:35)

#### Resources

- Why Do Public Engagement Drivers (laminated and posted on walls) (Appendix 4)
- Why Do Public Engagement Quotes (laminated and posted on walls) (Appendix 5)
- Blank post-its for researchers to add their own drivers.
- Sticky dots or similar

#### Detail



Slide 9: Explain that funding bodies, professional bodies and universities in the UK increasingly recognise and promote the benefits of public engagement for researchers and society. And for many researchers doing public engagement is simply another component of doing research. However many researchers come into public engagement by activity - thinking or hoping that an outcome will emerge.

However this isn't really the right approach. Instead you should first consider what the desired outcome is and then decide

which process or activity best meets that outcome. Thinking about why you want to engage the public with your research will impact on what you choose to do and who you engage with. Today's workshop is all about getting you to consider why (the purpose), where (the context), who (the public) and how (the process of engagement).

So first ask yourself why do I want to get involved in public engagement?

There many good reasons for participating in public engagement activities. Here are some of the reasons shared by other researchers (taken from the RCUK 'What's in it for me? The benefits of public engagement for researchers' booklet):

- Developing your skills
- Stimulating research creativity and innovation
- Enriching your career
- Motivating – inspiring you & your research
- Enhancing your research quality & its impact
- Gaining new research perspectives
- Raising your personal & institutional profile
- Influencing & networking opportunities
- Helping to build trust
- Forming collaborations & partnerships
- Enjoyment & personal reward
- Accessing more funding
- Increasing awareness of the value of research
- Increasing student recruitment
- Inspiring the next generation of researchers

Ask participants to take a look at the public engagement drivers posted on the walls (which are also in their toolkit) and then identify the top two or three most important reasons why they want to do public engagement. Ask them to highlight these on the wall using the sticky dots or mark them in their Participant Toolkit. They can also add their own reasons on post-its/in their toolkit if they feel something is missing.

Facilitate a discussion around the results. For example:

- Focus on the drivers with highest and/or lowest number of responses, exploring why this may be the case.
- Group people together to share why they have selected particular drivers.
- Explore what participants would find most rewarding about activities associated with their preferred drivers. It may be useful to refer back to the Public Engagement Triangle.
- Explore how and why drivers change e.g. over time as researchers get more experienced and confident in doing public engagement.
- You may also need to acknowledge institutional or funding requirements as a driver, but this should not be the only reason. If it is explore what impact this might have on the public engagement activity.



Slide 10:

Debrief some of the drivers and motivations that can influence their development as a professional researcher. Explain they can be rewarded by their institution or a learned society specifically for being good at public engagement. As a facilitator, try to identify an academic in your university that has been recognised for their work in public engagement and showcase this. You could also talk about these famous names:

- Prof Brian Cox, Prof Particle Physics and awarded an OBE for his services to science
- Prof Alice Roberts, Prof Public Engagement in Science at University of Birmingham
- Prof Jim Al-Khalili, Prof Physics & Public Engagement in Science at University of Surrey & EPSRC Senior Media Fellow
- There are also awards for work in public engagement that will go a long way to enhance a CV. Note: The only examples available at the moment are science communication based. Please bear this in mind if you are delivering the course to non-scientists. For example:
  - The Josh Award is an annual award specifically for early career researchers that recognises excellence and innovation in science engagement
  - Royal Society Michael Faraday Prize - This award is made for excellence in communicating science to UK publics, Brian Cox won the prize in 2012



Slide 11: The Vitae Researcher Development Framework (RDF) has been designed to take a more holistic view of what knowledge, behaviours and attributes make up a successful professional researcher. Explain that this framework was designed to help you plan and engage with your own professional development. There is a section specifically dedicated to public engagement (details in your Participant Toolkit) but many of your other research skills can be

enhanced by doing public engagement activities. We will look back at this at the end of the

day but it's worth keeping this question in mind: What skills, knowledge, behaviours etc do you think an engaging researcher has?

### Summing up

Before getting on with any public engagement project step back for moment and ask yourself why do you want to get involved. This is because good public engagement can have a very powerful outcome on your public, yet mediocre public engagement can have a worse effect than no public engagement at all. Don't engage unless you mean it.

If participants are interested in exploring further why researchers get involved in public engagement refer them to the RCUK '*What's in it for me? The benefits of public engagement for researchers*' booklet and the researcher case stories on the NCCPE website at:

[www.publicengagement.ac.uk](http://www.publicengagement.ac.uk).

### Reflection

#### Purpose

- A chance to think about the first two sections of the day and how this relates to their own research and environment

#### Structure

- 5 minutes (10:35-10:40)

#### Resources

- See questions included in Participant Toolkit

#### Detail

- Encourage the participants to think about the activities and information so far and jot down any notes or answer the reflective questions in the workbook. These are included below for your information.
- Networking reflective questions
  - Did you make any interesting connections during this activity?
  - What did you discover about communicating your own research clearly and concisely?
- Jargon reflective questions
  - When do you find yourself using jargon and why?
  - What will you do to junk the jargon?
  - What terms do I use that may be considered jargon by others?
- Public Engagement introduction reflective questions
  - How familiar are you with the range of public engagement activities discussed so far today?
  - Which model helps you to most understand the scope and range of public engagement activities?
- Benefits and motivations reflective questions
  - What are your personal motivations for doing public engagement?
  - What would you find most rewarding about doing public engagement activities?
  - How might public engagement help you to develop as a professional researcher?



## Who...are the public? (55 minutes plus a 15 minute break)

### Case study introduction (CS)

#### Purpose

- To introduce the process of designing a public engagement activity

#### Structure

- 5 minutes (10:40-10:45)

#### Resources

- None

#### Detail



Slide 12: Explain that each group will work through the process of developing a public engagement activity using a case study. Having already thought about the Why of Public Engagement, the case study will move us on to the practical aspects of designing an activity for a particular public.

Introduce the idea of three components like cogs in a machine – the how, what and who of public engagement being:

1. Who – who are the public?
2. What – what is the research you will engage the public with?
3. How – how are you going to engage them through your public engagement activity?

### Exploring the public (CS)

#### Purpose

- To understand the importance of tailoring the activity to the particular public
- To be able to assess the relevant characteristics of the group

#### Structure

- 1 hour including a break for 15 minutes (10:45-11:45)

#### Resources

- Public cards (Appendix 9)
- Knowing your public handout (A3, 1 per group) (Appendix 8)
- Post-its
- Sticky dots

#### Detail



Slide 13: Develop the idea of engagement as building up a relationship between people. When designing an activity it's important to focus first on Who the activity is for. Remind participants that we are all the public and when we engage with others we inevitably have to make an assessment of how to talk to them and respond to them. Suggest that the public will have a view of them as academic researchers – a picture built up from media and previous experiences. To engage with any particular group you need to build up a general picture of their needs but beware stereotyping groups.

### Exploring your public (20 minutes followed by 15 minutes break)

The first case study activity is considering the public. Give out one public card per group along with an A3 handout per group. Offer the cards face down for random selection by the participants.



Ask them to discuss the needs and expectations of engaging with this public group and jot down their main thoughts on the A3 handout, paying particular attention to the following:

- This public group's expectations of you (Their expectations)
- How you might expect them to respond to you (Your expectations)
- Challenges for you in engaging with this group (Your challenges)
- Challenges for them in engaging with you (Their challenges)
- What is the one key issue that is critical to consider when engaging with this public group (Key issue)

It might be helpful to flipchart these points so they can refer to them throughout the exercise.



The following prompt questions are also included in their Participant Toolkit to help guide their discussion:

- How do members of your public see themselves?
- Where do they come from? What age group are they? How diverse is the group in terms of gender, ethnicity and disability? What would be your expectations of the household incomes, occupations and educational backgrounds of public members?
- How much does the public already know about your topic? What does the public know about you? How do they view you?
- What attitudes or misconceptions is the public likely to have about the topic? Has there been media coverage of the topic and should they believe everything they've read in the papers? What papers will they have read?
- What is your relationship to the public? What attitude do you expect the public to have towards you? What can you do to build a bridge between you and the public?
- What kind of information is important to this public? How are they likely to use the information they're given?
- What kind of approach will this public expect? (formal; informal; academic lecture; conversational; theatrical performance)
- What motivates the public? What makes your public tick? What are they enthusiastic about?

Their completed A3 handout needs to be ready to show to others by the end of the break. During the break, the facilitators need to make sure the A3 handout and public card from each group are easily visible e.g. put up on the walls or in an accessible space on each group table.

### Feedback from other groups (25 minutes)

Ask participants to walk around the room looking at each other's A3 handout. Comment that it might be helpful for one member of each group to stay with their handout in case there are any questions although the decision on whether to do this is up to them. Ask them to add comments to the A3 handouts using post-its and add sticky dots to show where they see a good idea. Reconvene as groups after a maximum of 15 minutes. Each group can then take 7 minutes to revise their ideas incorporating the feedback. Finally, ask each group to feedback to plenary their one key message for engaging with their particular public. (3mins)

### About the public cards:

Most participants will have an awareness of the main attributes of their particular publics, but some may need a catalyst for ideas to flow. The following notes give some starting points for consideration.

**An over 60's club from a city suburb**

- Backgrounds dependent on actual location
- May include retired professionals with good but outdated knowledge of the field
- May include individuals with limited experience of formal education
- Possibly intent on “keeping the brain alive” in which case questions may be taxing
- Likely to be highly influenced by any media coverage of the topic
- Could be a more of a social group so activity is almost peripheral to meeting each other
- Could experience a sense of generation gap (either way)

**A Women's Institute group from a rural county**

- Social aspect of event will be important to the group
- Range of interests
- Wide demographic in terms of age, class, educational qualifications, working background and attitudes, however would expect all female group
- WI as a body identifies itself as a pressure group on rural affairs, local branches may be more or less politicized so contentious rural issues likely to give rise to questions
- Expectation of enjoyment alongside learning something new
- [www.thewi.org.uk](http://www.thewi.org.uk)

**A group of 16 – 18 year olds from an inner city Young People's Centre**

- Possibly disengaged from education
- May be tuned into social media
- Unlikely to have an awareness of research
- May have negative views of academics
- Previous generations of family unlikely to have attended Higher Education
- May lack understanding of the vocabulary of the topic but unlikely to admit it

**A government committee considering policy on which your research could have direct impact**

- May have one or two committee members with knowledge of your field
- Would expect all to be well-educated
- Will have very specific agenda
- Likely to have different viewpoints within the group
- Will be looking for authoritative expertise

**A class of year 6 (11 year old) pupils from a primary school**

- Very active and questioning
- Unlikely to be able to sit still and listen for any length of time
- May accomplish tasks speedily with minimum of thought
- May become totally engrossed in task and be unwilling to move on
- The idea of University research may not be meaningful
- Usually ties into or complements the school curriculum
- Language skills may be variable
- Vocabulary of the topic may be unclear to them
- Class teacher should be able to help in identifying approaches and issues

**The committee of a Festival**

- Event likely to have specific focus (e.g. Science, History, Film, International)
- Members may have range of drivers and interests
- Committee likely to be less interested in content than in its ability to draw in the punters
- Probably looking for innovative ideas
- May be seeking subject specific input to an existing event
- E.g. [www.manchestersciencefestival.com](http://www.manchestersciencefestival.com); [www.manchesterhistoriesfestival.org.uk](http://www.manchesterhistoriesfestival.org.uk)

**A special interest, community or action group**

- Likely to be a disparate group, range of demographics
- Aligned along a common cause
- May be passionate in expressing their ideas
- May be looking for information specifically to support their cause
- May be looking for ideas to support action
- Locally organized group so likely to know each other fairly well

### Commuters at a busy train station

- Wide demographic
- Range of attitudes, both to topic and to individuals on forecourt
- Possibilities for engagement will vary according to time of day and state of trains
- Dwell time available to interact variable
- Positioning crucial
- Unknown quantity to some extent

### Visitors at a local museum

- Possibility of wide age range
- Likelihood of family groups
- Individuals with specific interests
- May be visiting due to publicity about particular exhibits or exhibitions
- Leisure activity
- Probably looking to get as much as possible out of the experience
- May choose to share their own experiences

### A parent and toddler group

- Limited attention span
- Parental attention will be focused on child as a priority
- Parents likely to want to relate topic to the child
- Likely to know each other well
- Toddlers may find it difficult to relate to stranger

### An informal group meeting in a cafe or bar

- Likely to have definite interest in the topic
- May have considerable expertise, though not necessarily in academia
- Can attract young professionals, depending on location (e.g. city centre venue after work)
- May attract older retirees, again dependent on location (e.g. out of town pub)
- Likely to be eager to engage in discussion
- Examples include Cafe Scientifique (<http://www.cafescientifique.org>) or BrightClub which combines research and comedy (<http://www.brightclub.org/>)

## Reflection

### Purpose

- A chance to think about the public groups they might be interested in engaging within their own research environment

### Structure

- 5 minutes (11:45-11:50)

### Resources

- See questions included in Participant Toolkit

### Detail



Slide 14: Tell the participants to step out of the case study for 5 minutes and think about what types of public groups they might want to engage with. Jot down any notes or answer the reflective questions in the workbook. Questions are:

- What public groups do you want to engage with and why?
- Are there any public groups that would be likely to engage with you and why?
- What might the public get out of engaging with you and your research?

## So what...about research might be interesting to the public? (35 minutes)

### Research statement (CS)

#### Purpose

- To get participants to determine which area of research they will use in their public engagement activity.
- To explore the opportunity for collaboration and ensure that the activity uses the skills and knowledge of all group members.

#### Structure

- 30 minutes (11:50-12:20)

#### Resources

- *Research statement* slips (1 per individual) (Appendix 10)
- *So what about research might interest the public* handouts (1 per individual) (Appendix 11)
- Flipchart paper and pens

#### Detail



Slide 15: In the icebreaker participants had the opportunity to briefly share their research areas with each other. This activity takes a closer look at each research area and gets participants to think about their research from a number of perspectives. Having considered what is interesting, relevant and engaging about their research, the group will self-select a research area(s) to explore through their public engagement case study.

Explain that research is increasingly being done across the boundaries of subjects. Most of the UK Research Councils are keen to encourage collaborations between researchers whose combined expertise can address problems, which cannot adequately be addressed with a single perspective. The same is also true of public engagement activity, the most creative, inspiring, and engaging activities use the collaborative efforts of researchers with different backgrounds and skills.

#### The research statement - keep it simple!

Handout the *Research statement* slips and *Why is research important* handouts. Ask participants to prepare a research statement of no more than 50 words, which captures the essence of their research project. Identify what is important and relevant about the research. It must be written without jargon and intelligible to other researchers outside of their field. Ask participants to consider:

- How does your research topic contribute to the wider world?
- What impact or benefit does it have for society, culture, the economy, or knowledge?
- What is important and relevant about your research?
- Who would be interested in your research?

Ask participants to share their statements with each other. Those listening/reading should step into the shoes of the intended public. Encourage them to challenge the statements – pull out the important, relevant and interesting points of their research

- If jargon has crept in – ask for clarity.
- If context is missing – ask for the big picture.
- If you don't know why this research is important – ask why should I care?

- Ask WIIFM (what's in it for me)?
- Help each other to identify the 'So What' Factor.

Facilitators may choose to flip chart the above considerations, when describing the activity.

### Exploring the research area for their chosen public card

Once participants are satisfied as a group that they understand more about each other's research, they then need to shortlist two research areas using the following questions to promote discussion:

- Which research area(s) do you as a group find most interesting? Why?
- Which research area(s) do you think your chosen public would find most interesting? (*Refer back to their completed 'Who are the public' A3 handout.*)
- Do any of the research areas have a connection?
- What sorts of activities do you think you could do with the research area(s)?
- What research skills, strengths or perspectives do members bring to the group and how they be utilised in the public engagement activity?



These questions are also listed in the *Why is research important* handout. They need to have selected two research areas before moving on to the next section.

### Reflection

#### Purpose

- A chance to think about what aspects of their research might be important and engaging for the public

#### Structure

- 5 minutes (12:20-12:25)

#### Resources

- See questions included in Participant Toolkit

#### Detail



Slide 16: Tell the participants to step out of the case study for 5 minutes and think about their own research and public engagement ambitions. Jot down any notes or answer the reflective questions in the workbook. Questions are:

- What is important, relevant and interesting about your research?
- What would the public gain from knowing more about your research area?



## How...do I design a public engagement activity? (70 minutes plus a 45 minute lunch break)

### Your activity (CS)

#### Purpose

- To get participants to decide as a group which opportunity and area of research they will use in their public engagement activity.

#### Structure

- 5 minutes (12:25-12:30), plus over lunch to make decision

#### Resources

- Opportunity cards, laminated and colour matched to public cards (Appendix 12)

#### Detail



Slide 17: Give each group their three opportunity cards - they are colour-coded to match the colour of their public card. Now ask each group to decide over lunch, which one of their two research areas and which one of their 3 opportunity cards they are going to use for their case study. Immediately after lunch, give them 1 minute to make their final decision and remove the opportunity cards they are not using.

Public card	Matching opportunities cards
An over 60s club from a city suburb	<ul style="list-style-type: none"> <li>You have been invited to deliver a one hour evening lecture at the University</li> <li>You have been invited to contribute to the club's annual community day</li> <li>Your grandmother belongs to the group, which meets monthly, and she has volunteered your services after their guest speaker has let them down</li> </ul>
A Women's Institute group from a rural county	<ul style="list-style-type: none"> <li>You have been asked to contribute to WI Life - the members magazine. It reaches over 210,000 members</li> <li>You have been asked to take part in a regional WI event being held at a local stately home</li> <li>Your cousin belongs to the group, which meets monthly, and she has volunteered your services after their guest speaker has let them down</li> </ul>
A group of 16-18 year olds from an inner city Young People's Centre	<ul style="list-style-type: none"> <li>You wish to consult with the young people as part of your research but you are unable to attend the centre in person</li> <li>You have been asked to lead an activity in the centre</li> <li>You have been asked to organise a visit to your department so the group can see what researchers do</li> </ul>
A government committee considering policy on which your research could have direct impact	<ul style="list-style-type: none"> <li>You have been offered a stand at an exhibition in order to promote your research</li> <li>You have been asked to contribute to an online discussion forum</li> <li>There is considerable controversy over the topic of your research and you have been asked to facilitate a discussion</li> </ul>
A class of year 6 (10-11 year old) pupils from a primary school	<ul style="list-style-type: none"> <li>You have been asked to lead an enrichment activity in the school classroom</li> <li>As a museum volunteer, you have been put in charge of leading an activity in the front entrance</li> <li>You are asked to represent your subject area at a Widening Participation day at the University</li> </ul>
The committee of a festival	<ul style="list-style-type: none"> <li>You have been asked to organise an all day activity as part of a week of festival events</li> <li>You have been asked to deliver an activity using social media for the duration of the festival</li> <li>You have a 10 minute slot on the agenda of the committee meeting to put forward your proposals for a community activity</li> </ul>



A special interest, community or action group	<ul style="list-style-type: none"> <li>You have been offered a stand at an all day exhibition in an Arts centre local to the University. The exhibition is part of a series of events to bring the University and community closer together</li> <li>You wish to involve the group in your research as co-enquirers</li> <li>You have been invited to address a meeting as an expert speaker</li> </ul>
Commuters at a busy train station	<ul style="list-style-type: none"> <li>You have been offered a stand at an exhibition in order to promote your research</li> <li>You have been asked to organise an all day activity as part of a week of events</li> <li>You wish to gather opinions for your research and you have been asked to come along here so that you can engage people in discussion</li> </ul>
Visitors at a local museum	<ul style="list-style-type: none"> <li>You have been asked to develop a virtual activity to complement a collection at the museum</li> <li>You have been asked to organise an all day activity as part of a week of festival events</li> <li>As a museum volunteer, you have been put in charge of leading an activity in the front entrance</li> </ul>
A parent and toddler group	<ul style="list-style-type: none"> <li>You want to recruit members for a research user group</li> <li>You have been asked to run an activity at a local museum as part of Toddler Time, a weekly event for under 5s</li> <li>You wish to gather opinions for your research and you have been asked to come along here so that you can engage people in discussion</li> </ul>
An informal group meeting in a cafe or bar	<ul style="list-style-type: none"> <li>You have been invited to address a meeting as an expert speaker</li> <li>You wish to gather opinions for your research and you have been asked to come along here so that you can engage people in discussion</li> <li>You have been asked to deliver a live interactive performance about your research</li> </ul>

## Practicalities

### Purpose

- To raise awareness of the more practical aspects involved in designing a public engagement activity.

### Structure

- 5 minutes (13:15-13:20)

### Resources

- None, checklist included in Participant Toolkit

### Detail

Ask the participants if they were compiling a checklist for a public engagement activity, what might be on it e.g. public liability insurance, PAT-tested equipment. Take answers and briefly discuss ideas. Introduce the planning checklist sheet in the toolkit and point out those things not already covered in the discussion.

## Learning styles

### Purpose

- To develop an understanding that people have different preferred ways of learning and why you need to consider this when designing your public engagement activity.

### Structure

- 10 minutes (13:20-13:30)

### Resources

- Use a VAK (Visual, Auditory and Kinaesthetic) learning style test such as the multiple-choice questionnaire created by Chislett & Chapman (2005) available for download from <http://www.businessballs.com/vaklearningstyletest.htm>  
If using this questionnaire, just use the first 15 questions.

## Detail



Slide 18: Explain that when planning public engagement it is important to make your activities accessible to a variety of different learning styles as people have different preferred ways of learning.

Get each participant to complete the learning styles questionnaire. Take a poll in the room to illustrate the point that in a group of people you do get a variety of learning style preferences. Sometimes people can have the same score for two styles. Ask them to raise their hand twice. Generally, you should find there are more visual and kinaesthetic learners than auditory learners. This is common. Point this out and pose the question – if many of us do not prefer to learn in an auditory style, should public lectures be the first type of public engagement we think about?

The VAK (Visual, Auditory and Kinaesthetic) is one simple learning style model which suggests that most people can be divided into one of three preferred styles of learning. These three styles are as follows, (and there is no right or wrong learning style):

- Someone with a **Visual** learning style has a preference to see or observe things, including images, demonstrations, displays and films. They will construct flat-pack furniture after reading the instructions or watching someone else do it first.
- Someone with an **Auditory** learning style has a preference to absorb information through listening to sounds or themselves and others speak. They will construct flat-pack furniture by either asking someone to read them the directions or by speaking them out loud.
- Someone with a **Kinaesthetic** learning style has a preference to touch, feel and experience. They will construct flat-pack furniture by working it out as they go along and often ignoring the instructions!

Most people have a main preferred learning style but some have a more even blend of two, or possibly three styles. There is no right or wrong learning style. In the context of public engagement, it is worth considering a mix of approaches when devising your activity to take into account all the possible learning styles of your participants. Remind each group that they need to bear this in mind when devising their activity.

## Evaluation

### Purpose

- To get participants to understand the importance and benefits of evaluating a public engagement activity.
- To introduce participants to the different stages in the evaluation process.

### Structure

- 15 minutes (13:30-13:45)

### Resources

- None

### Detail



Slide 19: Run a Q&A information session covering:

#### a) Why do evaluation?

Discuss why evaluation is an important part of planning a public engagement activity. Reasons for doing evaluation include:

- helps with your planning – focus on what you want to achieve and how you will know if you have been successful
- provides you with evidence – proves value and benefits of your activity
- produces a record of your achievement
- demonstrates value for money
- can inform future activities – provide lessons learned
- makes you reflect on your approach and how to improve it.

## b) Having an evaluation strategy



Slide 20: Introduce the idea of writing an evaluation strategy for an activity. It does not have to be extensive – just one side of A4. Explain what goes in a strategy.

An evaluation strategy should cover the following sections:

- *Aim - why are you doing the activity?*
- *SMART objectives – what do you want to achieve?*  
**S**pecific - straight forward, focused and well defined with emphasis on action and the required outcome  
**M**easurable - visible progress to help you to know when you have achieved your objective(s)  
**A**chievable - objectives that stretch you, but not so far that you become frustrated and lose motivation  
**R**ealistic - realistic means that you have the resources to get it done  
**T**ime defined - must have deadlines but they need to be both achievable and realistic
- *Evaluation questions – what do you want to know?*  
 Clarify what is meant by an “output”, “outcome” and “impact”. What might you want to know about each? What evaluation questions might you ask?  
Outputs = results of you activity e.g. How many took part? What type of people took part? What was achieved? How could it be improved?  
Outcomes = overall benefits e.g. Did people change their behaviour, knowledge, skills, attitudes? How did your activity achieve these outcomes? How could it be improved?  
Impact = overall effect or influence – the sum of the outputs and outcomes e.g. Has the activity had an impact? What type of impact? Could the impact have been greater?
- *Methodology – what strategy will you use?*  
 When deciding on the method to use you need to use a mixture of techniques and get more than one perspective for example from the public (*the participants*), your own (*the deliverer*) and a neutral observer who can be a helper or colleague (*the evaluator*).
- *Data collection – what techniques will you use to collect your data?*  
 It is important to try to use a mixture of quantitative (use facts and figures and multiple choice questions) and qualitative (ask people what they thought with open-ended questions) techniques and ones that are suitable for the type of public being engaged.
- *Data analysis – how will you analyse your data?*  
 Think about how much data you plan to gather and how you will analyse the results.
- *Reporting – who will be reading your report?*  
 Think about the evidence you have collected, what it tells you and who is going to read your report. Reflect on what you have learned from the experience. What changes will you make next time?

## Creative ideas and designing your activity (CS)

### Purpose

- To become familiar with using the Disney Creative Strategy as a tool to maximise your creativity when designing a public engagement activity.
- To understand the role of 'The Wow Factor' in engaging the public with your activity.

### Structure

- 30 minutes (13:45-14:15)

### Resources

- None

### Detail



Slide 21: Each group now has its public, an opportunity and a research area but what specific activity/event might they organise?

To facilitate the creative thinking process, explain the Disney Strategy and encourage each group to go through the various stages to maximise their creative ideas and come up with a public engagement activity/event.

The Disney Creativity Strategy is a tool for facilitating creative thinking. It was created by Robert Dilts from his observations of Walt Disney who used different thought processes to do different things.

There are three distinct stages:

1. *Dreamer* (WHAT?) – be open to any ideas. Freely associate and think outside the box. During this stage there are no restrictions. Wouldn't it be great ...
2. *Realist* (HOW?) – how can you balance your ideas with the resources you have available? Make your creative idea happen.
3. *Critic* (WHY?) – Look critically at your idea. What are its strengths and weaknesses? Pick holes in it. Refine it.

Ask participants to step into each stage (figuratively speaking) and play the role, ending one before moving onto the next. Finally, go back to the Dreamer stage and finalise their idea. This should take no more than 25 minutes.

### Devising a 'Wow' factor (5 minutes - can run separately or include in above section)

When doing activities in an open public space it is essential to have a 'Wow' element to encourage people to stop and engage. This can be achieved by having an exciting title for your activity and/or by having objects that people can relate to or are intrigued by.

Ask each group to devise or reflect on their activity – what is their 'wow' factor?

Examples of wow factor titles include:

- An experiment in kissing
- Field of Genes: DNA Testing to Find Future Olympic Champions.
- Putting the M back in STEM
- Graphene: Unexpected science in a pencil line
- The Barometer Podcast: The wonderful world of weather
- Turings Sunflowers
- Make, Hack and Do
- Get your Geek on
- Histonauts: A digital treasure hunt

## Reflection

### Purpose

- A chance to think about what aspects of their research might be important and engaging for the public

### Structure

- 5 minutes (14:15-14:20)

### Resources

- See questions included in Participant Toolkit

### Detail



Slide 22: Tell the participants to step out of the case study for 5 minutes and think about their own research and public engagement ambitions. Jot down any notes or answer the reflective questions in the workbook. Questions are:

- What types of public engagement activities would be suitable for you, your research and the public?
- What public engagement activities would you like to know more about or get involved in?
- Where will you go or who will you talk to find out more?



## Your case study (65 minutes)

### Case study preparation

#### Purpose

- A chance think in depth about their case study and how it might work in practice

#### Structure

- 35 minutes (14:35-15:10)

#### Resources

- Box of various craft items e.g. paper plates, balloons, pipe cleaners, glitter, tinsel, coloured paper etc

#### Detail



Slide 23: You have now shaped an activity for a particular public using a specific area of research.



Slide 24: Each group is now to prepare a 3 minute presentation which showcases their public engagement activity. Keeping in mind these questions:

- What is the purpose of your engagement activity?
- Why would it engage your public? (including what their wow factor is)
- What research are you engaging them with?
- How do you know your activity will work?

Allow participants 30 minutes to prepare their presentations and stress it should be entertaining. They can use any materials they can find including the box of craft items.

### Case study presentation

#### Purpose

- A chance to present their ideas and gain feedback

#### Structure

- 30 minutes (15:10-15:40)

#### Resources

- Timer

#### Detail

Before the presentations, the facilitator might want to prepare a flip chart sheet with the following questions:

- What worked well?
- What could be improved?

Introduce each group and ask the public to think about the above questions during the presentation. Those listening should 'step into the shoes' of the intended public.

Allow 3 minutes per presentation then ask for constructive feedback from the public. Be prepared to add your own feedback if required.





## Now what...where do I go from here? (50 minutes)

### Engaging researcher skills

#### Purpose

- A chance to think in depth what it takes to be a skilled public engagement practitioner and how that relates to their development as a professional researcher

#### Structure

- 15 minutes (15:40-15:55)

#### Resources

- RDF A5 leaflet

#### Detail



Slide 25: Explain that we have done the what and the so what. Now what happens when you go back to the lab, office etc?

- What does all this mean to you and your research?
- How do your skills fit into public engagement?
- What are you good at?
- What do you need support to develop further?
- What does an engaging researcher look like?
- What skills and attributes do you need to have?



Slide 26: In groups, spend 10 minutes looking through the 63 descriptors on the outer wheel of the RDF and decide which ones you think are important to develop for an 'engaging researcher'.

Taking public engagement as a given skill, what are your top 5?

Ask each group to feedback their top 5 to plenary and flipchart these. Pull out commonalities and differences. You will usually get a large spread of skills e.g. for 6 groups, you will probably get >15 skills. Stress that this means public engagement is tightly woven with your development as a researcher. By getting involved in public engagement activities, you are more likely to improve as a researcher too.



### Action planning

#### Purpose

- A chance to plan your development as an engaging researcher.

#### Structure

- 20 minutes (15:55-16:15)

#### Resources

- None

#### Detail



Slide 27: Ask participants to spend 10-20 minutes thinking about their relevant strengths and experience as well as their priorities for development using the questions below as prompts. How are you going to apply what you have learnt today? What else do you need to do to improve?

If they complete this early, ask them to talk through possible future public engagement activities with a partner. Refer them

to the public engagement plan in the Participant Toolkit. See if the other materials (RCUK and Vitae booklets etc) spark any ideas of activities they could do to engage the public with their own research. Encourage them to go away from the programme with a workable plan of action.

- *(Where am I now)* Where do your current strengths lie in terms of public engagement skills, knowledge, or behaviours? (Add evidence/examples to showcase each of your strengths)
- *(Where do I want to be?)* What skills, knowledge or behaviours do you need to develop?
- *(What's stopping me?)* Are there any barriers that might stop you from achieving your goals? Is there anything you can do about them?
- *(How do I get there?)* What is your highest priority to develop? What are your first steps in developing this priority? How will you know when you have successfully developed this?
- *(Taking action)* Record your actions/evidence and review your developmental progress
- *(Where am I now)*...For you to complete after you have done the above steps

### 3 things to do next

#### Purpose

- To get concrete actions from the learning

#### Structure

- 5 minutes (16:15-16:20)

#### Resources

- Postcards and envelopes

#### Detail



Slide 28: Tell participants: We want you to write 3 actions that you will be able to do in the next 3 months on the postcard in your packs and put your address on the envelope. We will send you the postcards in 3 months time to see if you have kept your promises! To give you some ideas, we have included 3 things you could do next in your Participant Toolkit.

### Programme review

#### Purpose

- To drive the learning and process home with the participants and to leave with some inspiration

#### Structure

- 10 minutes (16:20-16:30)

#### Resources

- All handouts and leaflets to 'wave' at participants as you review the day

#### Detail



Slide 29: Talk through a couple of examples of public engagement success stories from early career researchers highlighting how they got started.

If possible, try and find a local example or even bring in a researcher to talk about their public engagement journey.

Alternatively, you could show them another film from the engaging researcher collection.

If you want to find more examples to talk about, there are lots available on the NCCPE website at <https://www.publicengagement.ac.uk/how/case-studies>. You can filter these by discipline, activity type etc.

If you can't find any relevant examples to talk about, here are 2 that you can refer to:

### ***All My Worldly Possessions: The Guernsey Evacuee Experience***

<http://www.publicengagement.ac.uk/how/case-studies/all-my-worldly-possessions>

- **Who:** A postgraduate student from the University of Manchester and an archivist from Bury Archives Service.
- **What:** An intergenerational open day at Ramsbottom Library about Guernsey evacuees in Bury, bringing together real life experiences with academic research on the subject. The researcher spoke about her research and the contents of Bury Archives as ten minute 'evacuee suitcase sessions'. People could also share their wartime experiences privately with the researcher.
- **Why:**
  - To capture stories of local evacuees from Guernsey and Bury in an accessible way.
  - To engage with the public through an intergenerational event.
  - To create an opportunity for the researcher to train museum visitor assistants on the evacuee experience based on her research.
  - To challenge public perceptions about public archives and university researchers, making them more accessible.
- **Where:** Ramsbottom Heritage Gallery at Ramsbottom Library, where the event attracted over 100 visitors aged 3-90 years, including visitors from Guernsey.
- **When:** Held in October 2010.

### ***Corrosion Summer Ball***

<http://www.publicengagement.ac.uk/how/case-studies/corrosion-summer-ball>

- *Everyone is invited to the Corrosion Summer Ball! Witness firsthand the amazing array of talents that Mr Copper will show off to keep his date, the lovely Miss Sulphate. Learn how he can generate electricity from fruit and turn your pennies into gold. Design and make cuprum art and discover if Mr Copper finally gets the girl!*
- **Who:** Two postgraduate students from the Corrosion Centre at the University of Manchester and the Science Communication Officer at the Museum of Science and Industry (MOSI)
- **What:** Four interactive experiences were designed that related to corrosion science, for example the fruit battery using various acidic fruits, metals and a light bulb to show the inner-workings of commonly used batteries, and turn your pennies into gold, a visual experiment illustrating the formation and properties of brass.
- **Why:**
  - To inspire the general public with an introduction to corrosion by offering them an exciting and memorable learning experience
  - To showcase the research of local young scientists, who also act as role models to young people
  - To make corrosion both interesting and relevant to the everyone's daily lives, so motivating the public to want to find out more.
- **Where:** Museum of Science and Industry, Manchester
- **When:** Manchester Science Festival October 2010

## Wrap up by showcasing all the work they have done today:



Slide 30:

What... is public engagement?

- We have shown you through the models and activities the wealth of purpose, activity types and approaches for public engagement

Why... engage the public with my research?

- Revisit your personal motivations as it will change as you progress in your career

Who... are the public?

- We are all the public. Step into their shoes when thinking about expectations and challenges of engaging your public

So what... about research might be interesting to the public?

- Always remember the WIIFM factor

How... do I design a public engagement activity?

- Remember learning styles, practicalities, evaluation and explore creative possibilities. You don't have to reinvent the wheel, you can sometimes re-purpose other activities

What... does an engaging researcher look like?

- You! Think about the key skills needed and plan your own professional development accordingly

Now what... where do I go from here?

- Next steps, highlight all resources given out today. Good luck!



Slide 31: Thank participants for their enthusiasm and participation. If feedback is being sought explain how this will be gathered (happy sheets, flipchart, online etc).