

The Engaging Researcher

Getting started in public engagement



Activity appendices

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Appendix 1: About the engaging researcher films

The engaging researcher films are available to play from the following websites:

- www.vitae.ac.uk/publicengagement
- www.youtube.com/user/VitaeWebsite/videos?view=0

The engaging researcher films feature early career researchers from a range of disciplines who have been involved in public engagement activities such as science and history festivals, school outreach, science communication competitions, online resources, and participative research.

The films are standalone, so you can choose to play one or more of them during the workshop.

In each film, the researcher shares the story of their personal public engagement journey, focussing on a single key activity and turning points that have led them to become engaging researchers. The researchers also share what they have learnt about themselves through their public engagement activities and give some practical advice for getting started with public engagement.

Gillian Mawson, Historian (Discipline: Arts & humanities)

All My Worldly Possessions: The Guernsey Evacuee Experience

Researching the Guernsey to Bury evacuee experience during World War II led to a collaborative public engagement partnership with the Bury Archives Service and evacuees themselves. Gill originally planned to hold an open day showing members of the public evacuee objects, but she quickly realised that a bigger draw was needed for the public to engage fully. This resulted in a documentary film giving personal accounts of the evacuees and the development of a community support group for the evacuees. From here Gill went on to develop a successful blog, worked on a BBC documentary and published a book "*Guernsey Evacuees: The Forgotten Evacuees of the Second World War*".

Find out more at: <http://guernseyevacuees.wordpress.com/>

Mat Hickman, Education Project Manager (Molecular Biologist) (Discipline: Biomedical sciences)

Changing Futures

This interactive web resource was developed by Nowgen in partnership with a project team including young people with cystic fibrosis, artists, scientists, educators and healthcare professionals. The project gave the 13-to-18-year-olds a chance to express their experiences of life with cystic fibrosis, as well as their thoughts on gene therapy and how it could be used to treat cystic fibrosis. Mat provided expert advice and project management support. The resource is used by the NHS and in schools.

Find out more at: <http://www.changing-futures.co.uk/>

Gareth Morris, Social Scientist (Discipline: Social sciences)

Somewhere Nowhere - A Graphic Novel About Homelessness

This independent graphic novel has been produced as part of a two-year research project that took place in Stoke-on-Trent to explore the lives of homeless individuals. Feeling privileged to have learned their personal stories, Gareth proposed the development of the novel, which depicts the real life stories of five people experiencing homelessness. It describes, in their own words, the life events that preceded their homeless episodes and the challenges they face in moving forward with their lives. Supplementing important policy recommendations, the book has been well received by the homelessness sector, and is now used as a tool to communicate and support homelessness services. In the film, Gareth also shares how blogging and tweeting has been an important part of the public engagement strategy behind

this research project.

Find out more at: <http://homelessinstoke.com/homeless-services-in-stoke-on-trent/>

Amelia Markey, Bio-analytical Scientist (Discipline: Biological sciences)

Science Festivals & British Science Association & I'm a Scientist...

Many researchers start off in public engagement activities hosted by their institution or national initiatives, like National Science & Engineering Week. Amelia shares her experiences of developing her confidence and skills through participation in I'm a Scientist Get Me Out of Here and the British Science Association, which has offered her opportunities to develop and deliver interactive science activities for museums, science and music festivals. Her most recent activities include the Tech Factor, a collaboration with artists and actors for school children.

Find out more at: <http://networking.stemnet.org.uk/blog/tech-factor-and-bug-hunt> and <http://www.britishscienceassociation.org/>

Lia Ying Li, Physicist (Discipline: Physical sciences & engineering)

The Quantum Workshop & Famelab

With a passion for dispelling the myths surrounding quantum physics, Lia helped to develop the Quantum Workshop. This aims to take real experiments out to adult audiences in unusual settings to spark conversations about physics. In the film, Lia also shares her experience of being involved in Famelab, an international competition to find future science communicator stars. Lia highlights the importance of being part of a community of like-minded engaging researchers.

Find out more at: <http://thequantumworkshop.com/> and <http://famelab.org/>

Appendix 2: List of items to be printed

Document	Comments
For participant packs: Ideally 1 per participant (see comments for more details)	
Concordat for Engaging the Public with Research, Briefing for researchers www.publicengagement.ac.uk/sites/default/files/70164%20NCCPE%20briefings_Researchers_p4.pdf	Ideal = 1 per participant, OK = 1 per group, Essential = 1 per course
RCUK What's in it for me? The benefits of public engagement for researchers www.rcuk.ac.uk/documents/scisoc/RCUKBenefitsofPE.pdf	Ideal = 1 per participant, OK = 1 per group, Essential = 1 per course
The Researcher Development Framework overview leaflet www.vitae.ac.uk/CMS/files/upload/Researcher-Development-Framework-Leaflet_Spring2011.pdf	Ideal = 1 per participant, Essential = 1 per group
The engaging researcher Vitae booklet www.vitae.ac.uk/researcherbooklets	Ideal = 1 per participant, OK = 1 per group, Essential = 1 per course
Engaging Researcher Participant Toolkit, contact your local Vitae Hub to obtain this in electronic copy www.vitae.ac.uk/hubs	Essential = 1 per participant
For room set-up: 1 set (to be put up in the training room before course begins)	
Discipline sign for registration (Appendix 3)	Need 5x colours of sticky dots (or equivalent) corresponding to the 5 broad discipline areas (change colours of the sign according to available dots)
Why do public engagement drivers (Appendix 4)	Laminate for sustainability
Why do public engagement quotes (Appendix 5)	Laminate for sustainability
Public engagement triangle (Appendix 6)	Assemble the triangle on a wall see facilitator manual for an example
For the activities	
Jargon packs 1 set per group (Appendix 7)	Print out each word on a separate slip of paper/card and put the 10 words for each group into different envelopes
Who are the public handout 1 set per group (Appendix 8)	Print on A3
Public cards 1 set (Appendix 9)	Print and cut out so there is 1 public per card (11 cards in total). Laminate for sustainability
Research statement handout 1 per participant (Appendix 10)	There are 3 statements per page which need cutting out once printed
So what about research might interest the public handout 1 per participant (Appendix 11)	
Opportunity cards 1 set (Appendix 12)	Print and cut out so there is 1 opportunity per card. There are 3 opportunity cards, colour coded to match each public card (33 cards in total). Laminate for sustainability
VAK learning styles questionnaire 1 per participant	You could use the first 15 questions of the downloadable questionnaire found at www.businessballs.com/vaklearningstylestest.htm in the 'vak visual-auditory-kinesthetic learning style indicators and free self-test' section
Slides 1 per participant	Print as handouts 6 slides per page, double sided

Appendix 3: Discipline sign for registration

Insert logo

What is your research discipline?

Which of the following five areas covers your research discipline?

Please add the relevant colour sticky dot to your name badge

Arts and humanities

Biological sciences

Biomedical sciences

Physical sciences and engineering

Social sciences

Appendix 4: Why do public engagement drivers

See following pages

Developing your skills

Motivating - inspiring you & your research

Enriching your career

Enhancing your research quality & its impact

Gaining new research perspectives

Stimulating research creativity & innovation

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 researcher

Appendix 5: Why do public engagement quotes

See following pages

“Engage with the public through a variety of media, you'll be surprised at how many different ways you can get your research out into the public domain”

– Dr People: Katharine Beadle, University of Bath

“The question should not be is our research any good, but what is it good for?”

– Professor Chris Brink, VC, Newcastle University

“I won a number of national and international research accolades for which I would not have been recognised if I had not been engaging with the public on a regular basis”

– Dr Kelly BruéBé, Cardiff University

“Public engagement re-enthused me about my research. It was fun, new and creative”

– Bennett Young, The University of Manchester

“Engaging the public in interpretation of research results can directly improve the depth and quality of that interpretation and feedback into new research questions which has added a new dimension to my research”

– Professor Alan Winfield, The University of West England

“It developed my skills - I can now talk confidently to a wider range of people.”

– Dr Matthew Studley, The University of West England

“It brings self-awareness, grounding and less isolation which can benefit your research.”

– Professor Dame Nancy Rothwell, VC, The University of Manchester

“Students were very good at finding easy and unconventional solutions to problems scientists have been struggling with for many year.”

– Alexei Poliakov, STEM Ambassador

“If felt that the questions from the researchers made the public stop and think as they raised issues and expressed opinions that otherwise might not have been considered”

– Jackie Pearson, National Oceanography Centre

“Play to your strengths – there are lots of ways to engage the public so find something you’ll do well”

– Dr Andrew Russell, Brunel University

“It [citizen juries] vastly changed networking opportunities, bringing different experts together, and has been the most enjoyable project in my career to date

– Dr David Chadwick, North Wyke Research

“Sharing your work can bring engagement to those you engage with and in return, new ideas and a personal sense of satisfaction”

– Dr Mark Jabbal, The University of Manchester

“The impact on my career has been significant, giving me additional skills and experiences and providing the springboard for other research.”

– Professor Tom Betteridge, Oxford Brookes University

“The postgraduates involved have gained personally from increased confidence as well as greater understanding of the public’s reactions.”

– Professor James Clark, The University of York

“Without public engagement I would have been less successful at gaining industrial funding. It enhanced my ability to interact with industrial funders who often have diverse backgrounds.”

– Professor Colin Pulham, The University of Edinburgh

“Speak in Plain English rather than in academese.”

– Dr Michele Mendelssohn, Oxford University

“The data obtained from this was used in a publication, which won a best paper prize and had opened up a novel research methodology.”

– Dr Paul Curzon, The University of London

“It is very empowering for scientists because it means that a researcher can spend more of their time interpreting information, rather than simply collecting data.

– Dr Chris Lintott, The University of Oxford

“Don't assume because you find all your work fascinating that the public will - look for your common ground.”

– Dr Alexis Kirke, University of Plymouth

“Remember what kind of audience you are dealing with and use appropriate language and props and avoid jargon.”

– Dr Joanna Heaton, University of Central Lancashire

“Don't worry that you do not know everything. People (adults and children alike) are quite happy to see that scientists do not know everything and this helps break down the barriers between science and society!”

– Dr Sheila Dargan, Cardiff University

“Ask for opinions from people close to you. See what people who don't know your work can understand from your story”

– Elisavet Dimitokali, University of Central Lancashire

“Don't talk down to the public whatever their age and background, their insights and questions are always excellent. However, don't frighten them with long technical words and acronyms”

– Dr Hayley Gomez, Cardiff University

“What got me excited about science is meeting a brilliant scientist and seeing how much he loves his job! So I try and do the same - I try and show how every day at work is different and how my work may make people feel better as I do medically relevant research.”

– Dr Mirela Delibegovic, University of Aberdeen

“Possibly the most important tip is to manage expectations. I have constantly had to remind those involved that undertaking the research will not necessarily immediately result in more sites; there is a much wider political and economic context. It is important to be positive, but also realistic.”

– Dr Jo Richardson, De Montfort University

“Embrace social networking tools such as Twitter. I’ve found out about activities and resources that I may have otherwise overlooked. This also puts you in contact with other public engagement enthusiasts.”

– Dr Tom Crick, University of Wales Institute, Cardiff

“Think Simple. Think Basic. Help others to see why and how your work is important.”

– Dr Karen Reed, Cardiff University

“Think beyond the idea of 'feeding back' hard and fast 'findings' or 'results'. Our project did not have 'results' which could be communicated in this form so instead we focused on using our research to help spark people's imaginations and encourage them to see their own everyday lives in new ways.”

– Katherine Davies, The University of Manchester

“Consider the stories about your science you hear in the media. Recognise that they are probably not perfect. But you are a consumer of other people’s science through the media. You are receiving a filtered view. Public engagement through the media is one way to give back.”

– Prof David Schultz, The University of Manchester

Appendix 6: Public engagement triangle

Print and cut out the triangles below or make your own using coloured card. Assemble a large triangle on the wall of the training room (see 'Exploring the triangle model' in the facilitator manual for an example)

TRANSMIT

COLLABORATE

Appendix 7: Assembling the jargon packs

As participants are often from multiple disciplines this exercise works best when the jargon words are not related to any specific research area. To assemble the packs, for each group, print out the following words onto to separate sheets of paper/cards and place in an envelope. Ensure each group has variation of words. Suggested constructions are listed below:

Group	10 jargon terms				2 prepositions		1 blank	1 random word
1	accountability	impact	interdisciplinary	paradigm	in	and	[...]	sheep
	engagement	innovative	granularity	step-change				
	autonomous	concordat						
2	arms length	departmental	strategy	competencies	on	to	[...]	socks
	blue-sky	bottom-up	touchpoints	societal				
	STEM	sustainable						
3	commercialisation	program	framework	indicators	and	at	[...]	light bulbs
	transparency	interdisciplinary	strategic	collegial				
	curiosity-driven	economy						
4	underpins	mechanisms	empirical	societal	of	to	[...]	watermelons
	enterprise	ontological	dialogue	sectorial				
	meritocratic	fundamental						
5	people-centred	innovative	government	post-modernist	at	through	[...]	elephants
	exploitation	strategy	non-departmental	leverage				
	impact	engaged						
6	epistemological	sustainable	innovative	parameters	to	with	[...]	pies
	holistic	prioritisation	process-driven	safeguarding				
	synergies	value-added						
7	participatory	transformational	taxonomy	grassroots	and	of	[...]	roundabouts
	incentivising	improvement levers	impact	transactional				
	exchange	program						
8	eschatology	stakeholder	priority	toolkit	on	in	[...]	pencils
	potentialities	top-down	trialogue	public				
	strategy	alignment						

Appendix 8: Who ...are the Public?

Using the questions in your handbook as prompts, discuss your expectations of the given public and their expectations of you. Identify one key issue which will influence the way you plan your engagement with this public. What do you think might be the challenges in engaging with this public?

EXPECTATIONS

Yours

Theirs

CHALLENGES

For you

For them

KEY ISSUE

Appendix 9: Public cards

An over 60s club from a city suburb

A Women's Institute group from a rural county

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

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

**A class of year 6 (10-11
year old) pupils from a
primary school**

**The committee of a
festival**

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

**Commuters at a busy
train station**

Visitors at a local museum

A parent and toddler group

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

Appendix 10: Research statement

The research statement - keep it simple!

Write a research statement of 50 words, which captures the **essence** of your research project. Identify what is **important** and **relevant** about the research. It must be written without jargon and intelligible to a researcher outside of your subject field. Keep in mind the **so what** factor.

The research statement - keep it simple!

Write a research statement of 50 words, which captures the **essence** of your research project. Identify what is **important** and **relevant** about the research. It must be written without jargon and intelligible to a researcher outside of your subject field. Keep in mind the **so what** factor.

The research statement - keep it simple!

Write a research statement of 50 words, which captures the **essence** of your research project. Identify what is **important** and **relevant** about the research. It must be written without jargon and intelligible to a researcher outside of your subject field. Keep in mind the **so what** factor.

Appendix 11: So what...about research might interest the public?

Complete a research statement – keep it simple! Then share this with the rest of your group. Keep it short!

Using the following questions as prompts, look at the broader context of your own research areas. Keep in mind your public and discuss what is important, relevant and interesting about the research area from their perspective.

Shortlist two research areas, which you may potentially use within your case study. Where possible try to draw upon the strengths, skills and knowledge of your group.

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?

Why?

How much does your chosen public know about the research area(s)?

What would your public gain from knowing more about this research area?

Do any of the research areas have a connection? Think more broadly than the subject matter itself.

What sorts of activities might you do to engage others with the research area(s)?

Appendix 12: Opportunity cards

You have been invited to deliver a one hour evening lecture at the University

You have been invited to contribute to the club's annual community day

Your grandmother belongs to the group, which meets monthly, and she has volunteered your services after their guest speaker has let them down

You have been asked to contribute to *WI Life* - the members magazine. It reaches over 210,000 members

You have been asked to take part in a regional WI event being held at a local stately home

Your cousin belongs to the group, which meets monthly, and she has volunteered your services after their guest speaker has let them down

**You wish to consult with
the young people as part of
your research but you are
unable to attend the centre
in person**

**You have been asked to lead
an activity in the centre**

**You have been asked to
organise a visit to your
department so the group
can see what researchers do**

You have been offered a stand at an exhibition in order to promote your research

You have been asked to contribute to an online discussion forum

There is considerable controversy over the topic of your research and you have been asked to facilitate a discussion

**You have been asked to lead
an enrichment activity in the
school classroom**

**As a museum volunteer, you
have been put in charge of
leading an activity in the front
entrance**

**You are asked to represent
your subject area at a
Widening Participation day
at the University**

**You have been asked to
organise an all day activity as
part of a week of festival
events**

**You have been asked to
deliver an activity using
social media for the duration
of the festival**

**You have a 10 minute slot on
the agenda of the committee
meeting to put forward your
proposals for a community
activity**

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

You wish to involve the group in your research as co-enquirers

You have been invited to address a meeting as an expert speaker

You have been offered a stand at an exhibition in order to promote your research

You have been asked to organise an all day activity as part of a week of events

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

You have been asked to develop a virtual activity to complement a collection at the museum

You have been asked to organise an all day activity as part of a week of festival events

As a museum volunteer, you have been put in charge of leading an activity in the front entrance

**You want to recruit members
for a research user group**

**You have been asked to run
an activity at a local museum
as part of Toddler Time, a
weekly event for under 5s**

**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**

**You have been invited to
address a meeting as an
expert speaker**

**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**

**You have been asked to
deliver a live interactive
performance about your
research**

Appendix 13: Programme slides

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of researchers

 **MANCHESTER**
2024
The University of Manchester

The engaging researcher

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managed by CRAC The Career Development Organisation
and delivered in partnership with regional hubs host universities

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realising
the potential
of researchers

Programme

- What...is public engagement?
- Why...engage the public with my research?
- Who...are the public?
- So what...about research might be interesting to the public?
- How...do I design a public engagement activity?
- What...does an engaging researcher look like?
- Now what...where do I go from here?

 11:05-11:20
14:20-14:35

 12:30-13:15

 16:30 -

Begin with the end in mind

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3

4



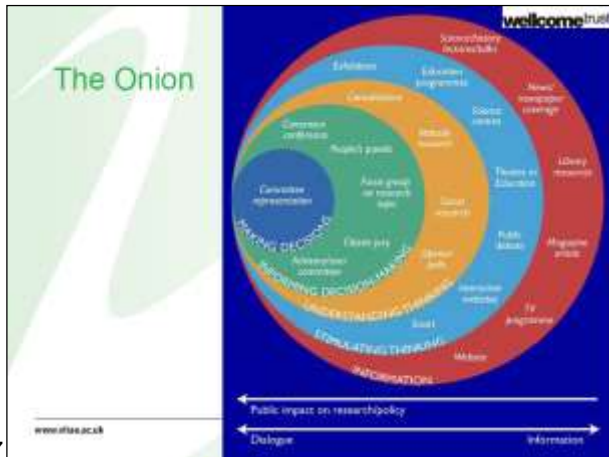
Engaging researchers

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5

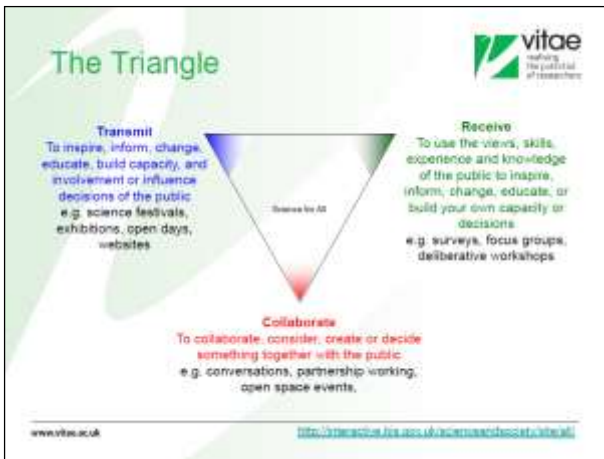
6





7

8



9

10

Why...engage the public with my research?

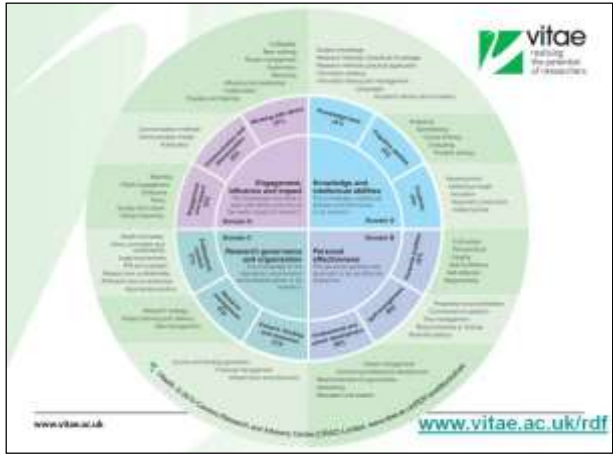
"The question should not be is our research any good, but what is it good for?"
Professor Chris Brink, VC, Newcastle University

"Don't assume because you find all your work fascinating that the public will - look for your common ground."
Dr Alexia Korka, University of Plymouth

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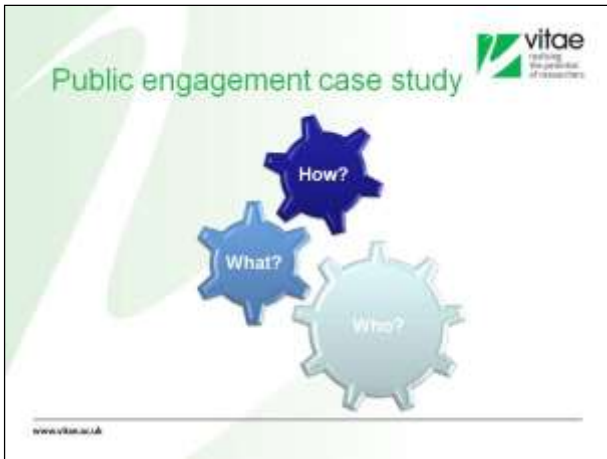
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12



Who...are the public?

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14

Who...are your public?

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of researchers

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

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16

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

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

How?

What?

Who?

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17

18

Learning styles

Kinaesthetic
DO IT

Visual
SEE IT

Auditory
HEAR IT

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Evaluation

4 - - 3 - - 2 - - 1 - - 0

LOVE
LOVE
LOVE

meh.

HATE
+HATE
HATE

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Evaluation process

1. **Aim** (what do you want to achieve? Big picture!)
2. **Objectives** (what you need to do to achieve your aim?)
3. **Evaluation questions** (what do you want to know?)
4. **Methodology** (what strategy will you use?)
5. **Data collection** (what techniques will you use to collect your evidence?)
6. **Data analysis** (how will you analyse your data?)
7. **Reporting** (who will be reading your report?)

<http://www.rcuk.ac.uk/documents/publications/evaluationguide.pdf>

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Creative strategy

Critic

Dreamer

Realist

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

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Your case study

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Your case study

- ✔ Prepare a 3 minute entertaining presentation to showcase the activity you have designed
 - ✔ What is the purpose of your engagement activity?
 - ✔ Why would it engage your public? (include your wow factor title)
 - ✔ What research are you engaging them with?
 - ✔ How do you know your activity will work?
- ✔ Presentations start in 30 minutes

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

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25

26

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27

28



The engaging researcher



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What...have we done today?



- What...is public engagement?
- Why...engage the public with my research?
- Who...are the public?
- So what...about research might be interesting to the public?
- How...do I design a public engagement activity?
- What...does an engaging researcher look like?
- Now what...where do I go from here?

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