



Accelerating Public Engagement

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Overview

- Public Engagement (PE)
large scale & small scale
- The principles of successful Public Engagement are the same – no matter the scale



Challenges for PE

- Research goals & daily workload
- Costs
- Mixed target audiences, e.g. age and background
- Access and location
- Objectives of institution(s)

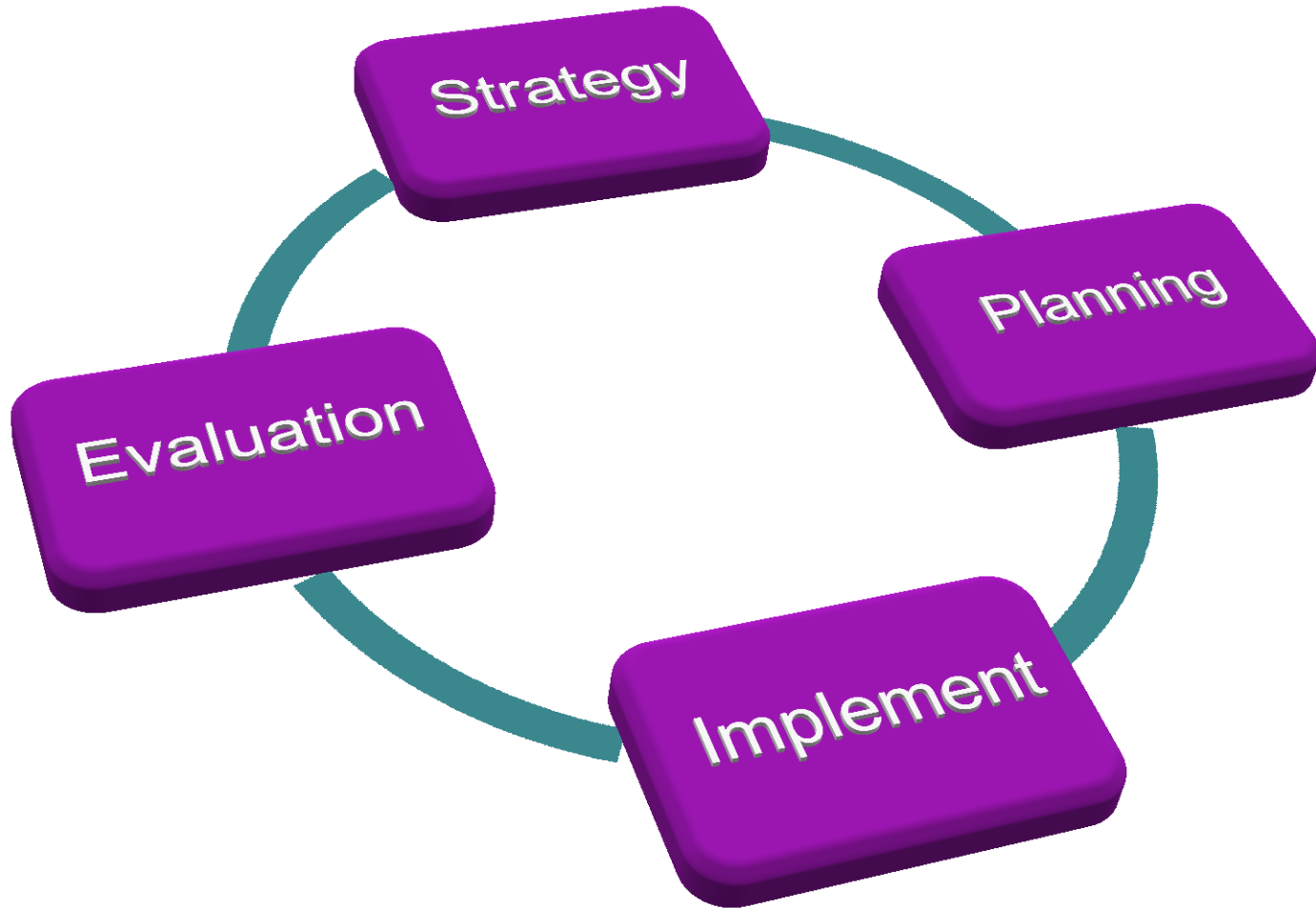


Tackling Challenges

- Create a **PE Work Cycle**
- Strategic and efficient planning is essential for successful Public Engagement
- Best practice in Public Engagement
- Works on both large and small scales



PE Work Cycle



Strategy

- Vision: What is **YOUR** Public Engagement?
- Definition of aims
- Support strategy

To inspire, inform, change, educate, build capacity, and involvement or influence decisions of the public
e.g. science festivals, exhibitions, open days, websites

Transmit

Receive

Collaborate

To use the views, skills, experience and knowledge of the public to inspire, inform, change, educate, or build your own capacity or decisions
e.g. surveys, focus groups, deliberative workshops

To collaborate, consider, create or decide something together with the public
e.g. conversations, partnership working, open space events

Planning

- Specify short, mid, and long-term aims
- Resources
- Plan and define outcomes
- Models can help, e.g. GLOs



Generic Learning Outcomes

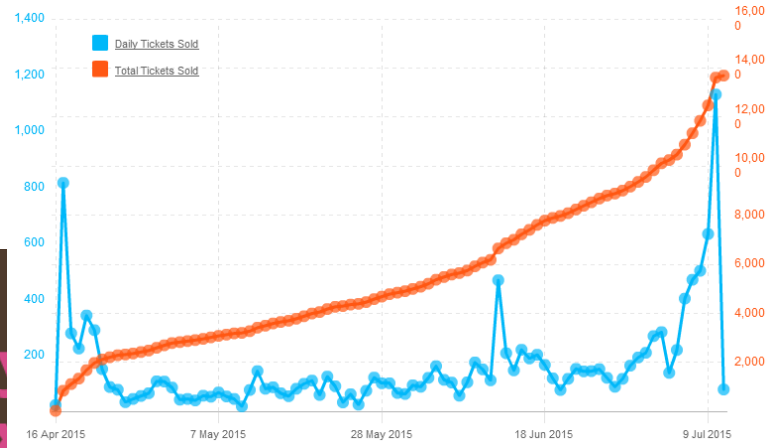
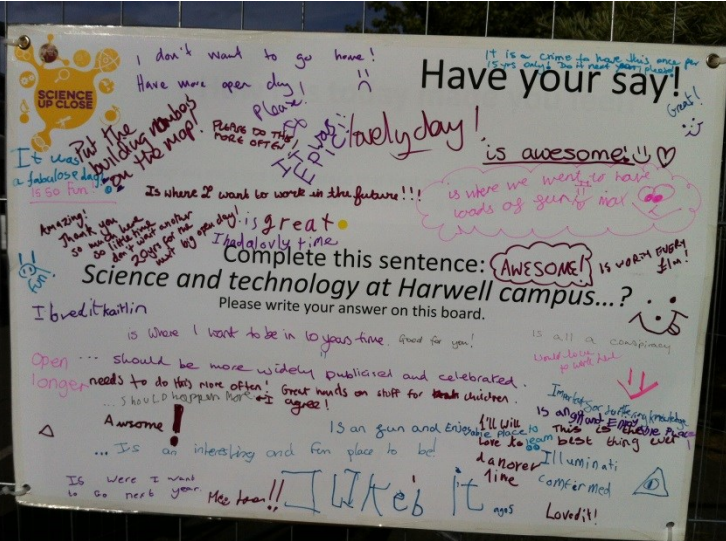
Participants will...	Do	Feel	Value	Have skills to	Understand
	<p>explore our science and technology further for themselves</p> <p>share their understanding of our science and technology with learners, peers, family and their community</p> <p>consider choosing, or encouraging others, to study and pursue careers in science and technology</p>	<p>welcome</p> <p>confident</p> <p>a sense of achievement</p> <p>inspired</p> <p>involved</p>	<p>science and technology for its economic, social and cultural contribution of to society</p> <p>employment in science and technology at all levels</p> <p>the sharing of their understanding and skills with others</p>	<p>carry out scientific or technical activities themselves</p> <p>participate in informed discussion about science and technology</p> <p>share their skills, understanding and values with others</p>	<p>STFC is a government organisation that provides access for researchers to large-scale technology in the UK, around the world and in Space</p> <p>STFC provides funding for researchers in fundamental physics including astronomy, nuclear physics and particle physics, often using large-scale technology</p>

Implementation

- Executing strategy and plan
- Apply on all PE activities – large and small scale!
- Be prepared (staff, briefings, rotas, material...)



Evaluation



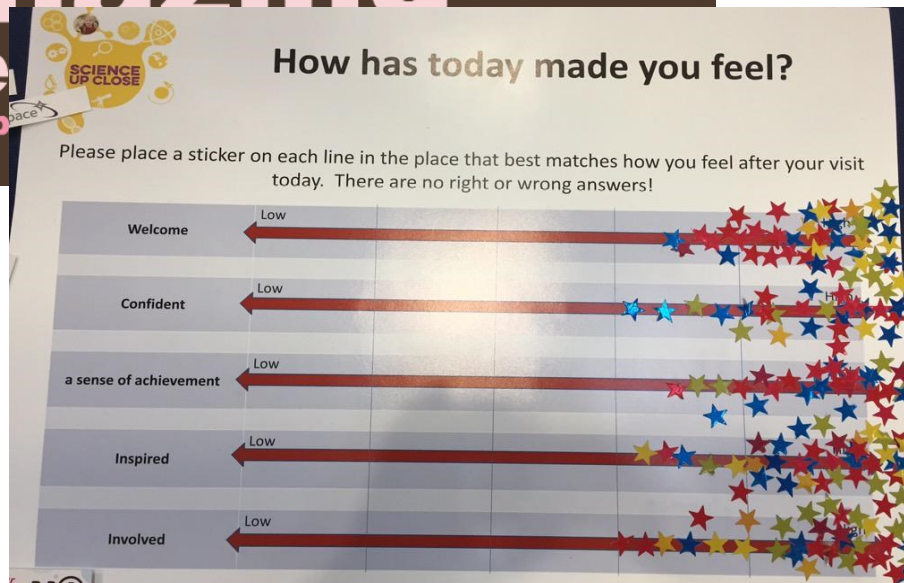
brilliant
fantastic
good **enjoy**
superb **fun** **5** **exciting**
10 **9**
7 **4** **8** **Interesting**
wonderful
amazing
thrilling
ok
star **6** **e**
mindb
incredible

HOW Observation Protocol

- Date
- Observer name / initials
- Activity title
- Type of activity observed: 1 2 3 4 5 6
7
- Number of staff: F M Sr Jr
- Brief description of staff roles in activity:
- Content and delivery:
- Audience numbers

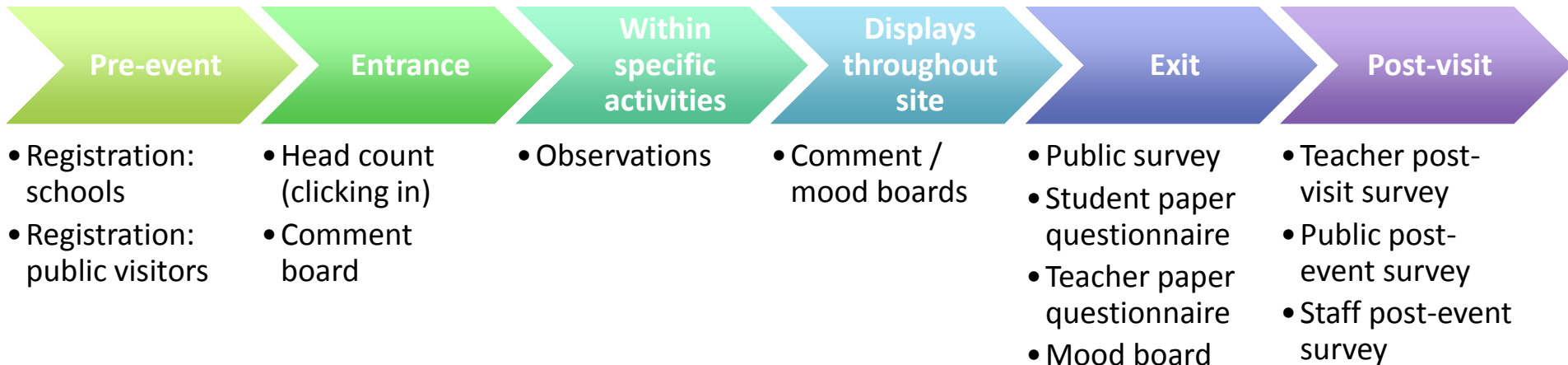
	Adults		Children	
	Female	Male	Female	Male
a. Start of activity				
b. Mid-point				
c. End of activity				
- Changes to numbers involved:
- Visitor behaviours

	Frequency of occurrence			
	Female Child	Male Child	Female Adult	Male Adult
a. Asked question				
b. Made comment				
c. Sustained (on-task) discussion with staff				
d. Tried practical activity for themselves				
e. Completed practical task successfully				
f. Called others over to a particular experiment etc.				
g. Discussion with peers / family etc. (on-task)				
h. Punching air, high five or similar 'achievement'				
i. Proactively seeking out				



Evaluation Plan

- Why?
 - Metrics & Indicator Framework
 - Input
 - Output
 - Reach
 - Impact
 - Quantitative and qualitative evidence
- Indicators:
How can we catch that?



Examples of Categories of Evidence (qualitative and quantitative)

Inputs	Outputs	Reach	Outcomes (significance)	Impact
Effort £	# Events # Resources available # Resources created	# people engaged Diversity of people engaged Duration of engagement	Rating 1-5 against Generic Learning Outcomes	Students choosing STEM Public support for science and technology Awareness of STFC impact



Conclusion

- Public Engagement (PE)
large scale & small scale
- The principles of successful Public Engagement are the same – no matter the scale
- A **PE Work Cycle** to accelerate your PE

