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
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

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

- Receive

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

- Collaborate

Planning

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

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

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

![Images of people engaging in activities, possibly related to implementation and PE activities.]
## Evaluation

### Have your say

- Science and technology at Harwell campus...

Please write your answer on this board.

<table>
<thead>
<tr>
<th>Science and technology</th>
<th>Your say</th>
</tr>
</thead>
<tbody>
<tr>
<td>Great</td>
<td></td>
</tr>
<tr>
<td>Awesome</td>
<td></td>
</tr>
<tr>
<td>Is awesome</td>
<td></td>
</tr>
<tr>
<td>Daily life has been good</td>
<td></td>
</tr>
<tr>
<td>Made a difference</td>
<td></td>
</tr>
</tbody>
</table>

### Graph

Data: Daily Tickets Sold vs Total Tickets Sold

- Data points from 16 Jun 2015 to 9 Jul 2015
- Graph shows a significant increase in tickets sold over time.

### Observations

#### 1. Date

- Audit of yesterday

#### 2. Activity Title

- Science and technology

#### 3. Observer name / initials

- [Name]

#### 4. Type of activity observed

- [Checkboxes: 1 is excellent, 5 is good, 10 is superb, 14 is fantastic, 18 is brilliant]

#### 5. Number of staff:

- F: [Female]
- M: [Male]
- T: [Total]

#### 6. Brief description of staff roles in activity:

- [Staff roles]

#### 7. Content and delivery:

- [Boxes for time, method, feedback, etc.]

#### 8. Audience numbers

- [Table for adults and children]

#### 9. Changes to numbers involved:

- [Changes mentioned]

#### 10. Visitor behaviours

- [List of behaviours with frequency]

#### 11. How has today made you feel?

- [Sticker placement for feelings]

- Low

- Confident

- A sense of achievement

- Inspired

- Involved
Evaluation Plan

• Why?

• Metrics & Indicator Framework
  – Input
  – Output
  – Reach
  – Impact

• Quantitative and qualitative evidence

Indicators:
How can we catch that?

Pre-event
- Registration: schools
- Registration: public visitors

Entrance
- Head count (clicking in)
- Comment board

Within specific activities
- Observations

Displays throughout site
- Comment / mood boards

Exit
- Public survey
- Student paper questionnaire
- Teacher paper questionnaire
- Mood board

Post-visit
- Teacher post-visit survey
- Public post-event survey
- Staff post-event survey
### Examples of Categories of Evidence (qualitative and quantitative)

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