



Welcome to the Interactive Course on

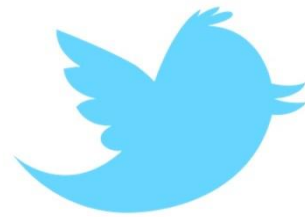
Science Communication for Societal Impact

14-17 September, 2021

AESIS

NETWORK FOR
ADVANCING & EVALUATING THE SOCIETAL IMPACT OF SCIENCE

DAY 1

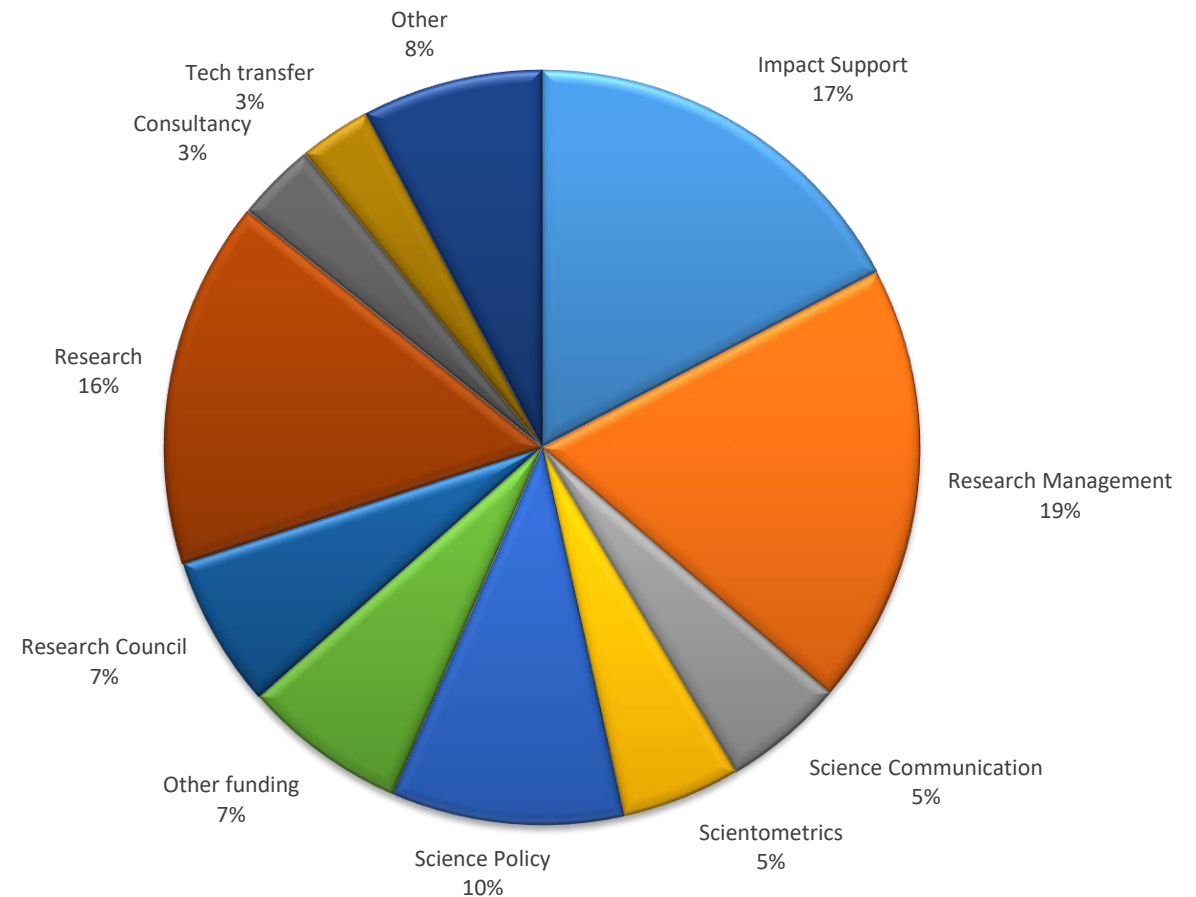


#SCICOM21
@AESISNET

OVERVIEW OF AESIS

AESIS was founded in 2015 with the aim of creating an international, open community for various types of professionals working on stimulating and demonstrating the impact of science on economy, culture and well-being.

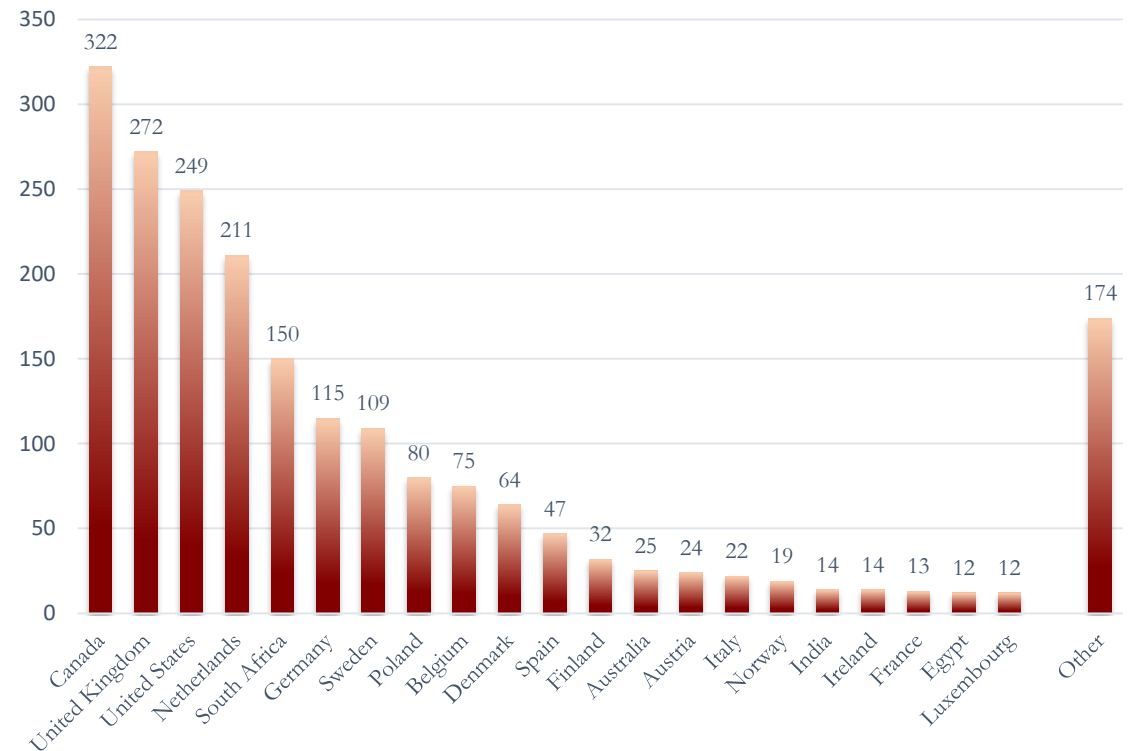
Distribution fields of work

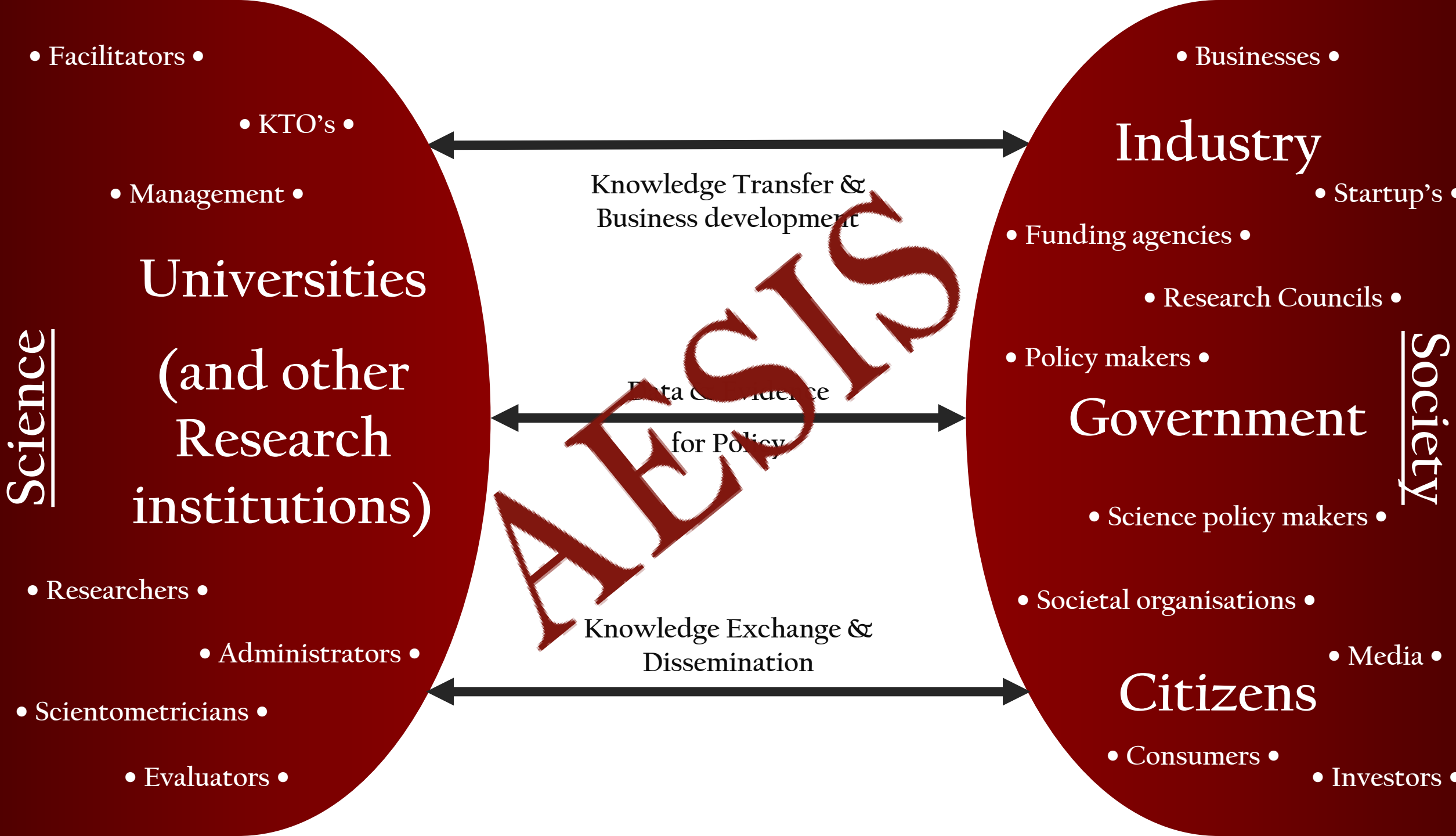


OVERVIEW OF AESIS

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Distribution of Nationalities





THE TEAM

Anika Duut van Goor – Director

Bonita Liu – Lead Project Manager

Emma den Ouden – Office & Conference Manager

Yeşim Tırpan– Project Manager

Caterina Tognoni – Project Manager



Science Communication
for Societal Impact
14-17 September, 2021

ZOOM

AESIS

#SCICOM21

OVERVIEW OF THE COURSE



Tuesday 14th September

Public Engagement with Science - **Paul Manners**
Interdisciplinary Engagement- **Lizzie Crouch**
Introduction to Course Assignment

Wednesday 15th September

Fostering Engagement with Society- **Anna Maria Fleetwood & Cissi Askwall**
Best Practice Case-Study- **Zehra Waheed**
Measuring and Demonstrating Outputs- **Eric A. Jensen**

Thursday 16th September

Building Connections Through Communication- **Dariusz Aksamit**
Best Practice Case-Study- **Fai Collins Dzernyuy**
Policy Engagement- **Emily Jesper-Mir & Hamid Khan**

Friday 17th May

Social Media & Impact- **Ger Hanley**

OVERVIEW OF DAY 1 PROGRAMME



Introductions

Public Engagements with Science

Paul Manners

Interdisciplinary Engagement

Lizzie Crouch

Getting to know each other...

- Where do you stand in the science eco-system?
- Why are you here and what would you like to take away?
- Why is the topic of this course important (to you)?

Paul Manners

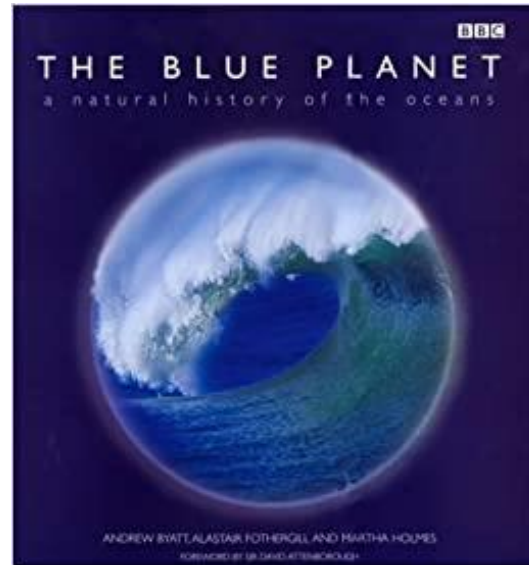
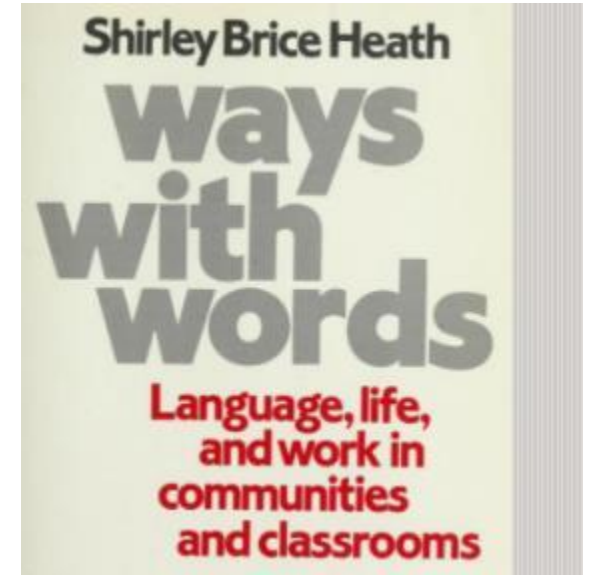
*Director of Policy, National Co-ordinating Centre for Public
Engagement (NCCPE), United Kingdom*

Science communication & public engagement: pathways to societal impact

Paul Manners

Director, National Coordinating Centre for Public
Engagement, UK

Introduction



National
Co-ordinating
Centre for
Public Engagement



National
Trust



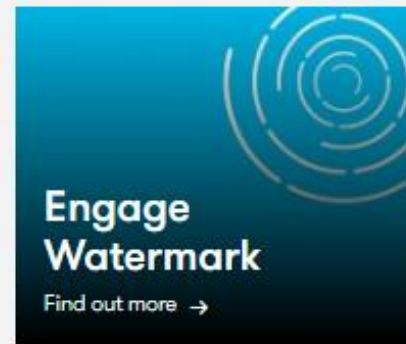
National
Co-ordinating
Centre for
Public Engagement

We help universities
engage with the public

How can we help you with public engagement?

Enter search terms...

Search



publicengagement.ac.uk

1. Context



2. Craft



3. Change



4. Capability



1. History & context



Why is it important to engage with the public?



Secretive and untrustworthy

Irrelevant and out of touch with society



Unaccountable and a waste of tax payers' money

Elitist and reinforcing inequality

(1985)

The Public Understanding of Science

Dr W.F. Bodmer, F.R.S.

Report of a Royal Society

ad hoc Group endorsed

by the Council of the Royal Society



[Link](#)

(1985)

The Public Understanding of Science

Dr W.F. Bodmer, F.R.S.

Report of a Royal Society

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by the Council of the Royal Society



Science and technology play a major role in most aspects of our daily lives both at home and at work.

Scientists must learn to communicate with the public, be willing to do so, and indeed consider it their duty to do so. [] The Royal Society should make improving public understanding of science one of its major activities.

[Link](#)

(2000)



(2000)



[Link](#)

(2000)



Public confidence in scientific advice to Government has been rocked by BSE; and many people are uneasy about the rapid advance of areas such as biotechnology and IT.



[Link](#)

(2000)



Public confidence in scientific advice to Government has been rocked by BSE; and many people are uneasy about the rapid advance of areas such as biotechnology and IT.

The crisis of trust has produced a new mood for dialogue. In addition to seeking to improve public understanding of their work, scientists are beginning to understand its impact on society and on public opinion. Direct dialogue with the public should move from being an optional add-on to science-based policy-making and to the activities of research organisations and learned institutions, and should become a normal and integral part of the process.



[Link](#)

Why Academics are Becoming Irrelevant (and How to Stop it)



Pointless research: top 10 Ig Nobel award winners for silly science

As the government prepares to crack down on 'irrelevant' research, we look at some of the things we'll be losing, courtesy of the Ig Nobel awards.

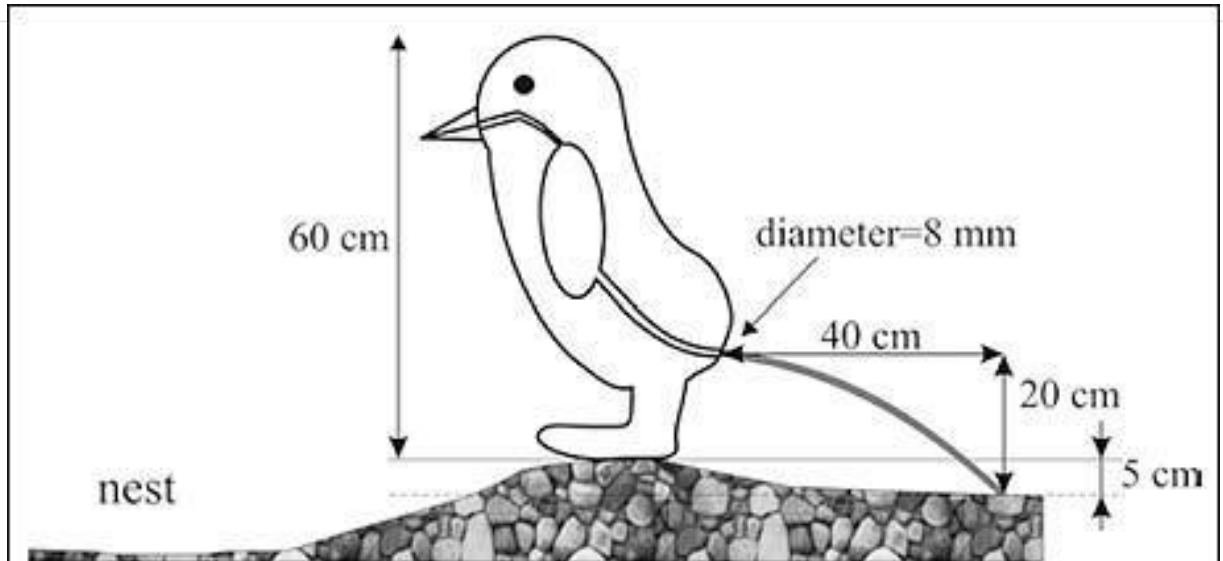


Fig. 1 Position of model penguin during defaecation and physical parameters used to calculate rectal pressure necessary to expel faecal material over a distance of 40 cm

(2009)

Research funding plan should be abandoned, say academics

A petition bearing 18000 signatures calling for the abandonment of economic impact assessment has been delivered to the government



Thousands of academics and researchers have signed the petition

(2009)

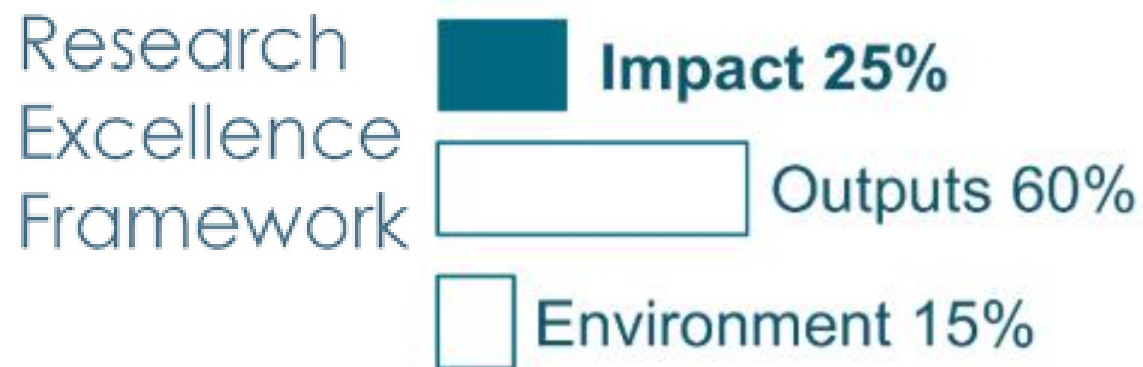
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REF 2021

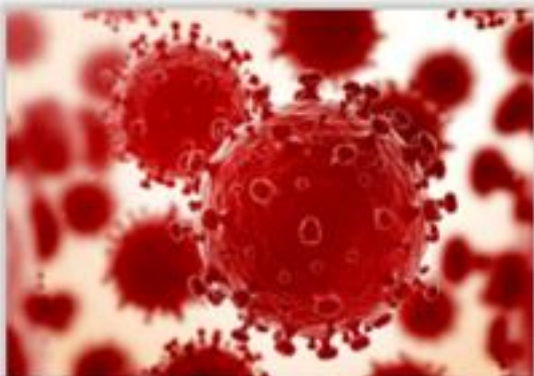


“For the purposes of the REF, impact is defined as an effect on, change or benefit to the economy, society, culture, public policy or services, health, the environment or quality of life, beyond academia”



Coronavirus: the science explained

This site lays out the evidence and facts about the virus, the disease, the epidemic, and its control



What is coronavirus? The different types of coronaviruses



Disinfecting surfaces for coronavirus: Does it reduce infection?



Coronavirus seasonality: Is the spread likely to vary?

7 Jul 2020

News > Global Health Security > Science & Disease

Trust in scientists is eroding and we need to get it back. Transparency is more important than ever

Follow

KATHERINE MATHIESON



UK scientists must not be blamed for giving advice, says Royal Society head

Exclusive: intervention comes after minister appeared to scapegoat scientists over Covid-19 errors



▲ 'If the science was wrong, advice at the time was wrong, I'm not surprised if people will then think we then made a wrong decision,' said Thérèse Coffey. Photograph: Hannah McKay/Reuters

May 12, 2020

The Independent Scientific Advisory Group for Emergencies (SAGE)

The Independent SAGE Report

COVID-19: what are the options for the UK?

Recommendations for government based on an open and transparent examination of the scientific evidence



Public Health England

Protecting and improving the nation's health

Beyond the data: Understanding the impact of COVID-19 on BAME groups

COVID-19 and Health Inequality

8th December 2020



UNIVERSITY OF LEEDS



#LEAVE

No One

Behind



HM Treasury

#SpendingReview

£4 BILLION

TO LEVEL UP REGIONAL INFRASTRUCTURE



SO SKEWED: COMPARISON OF UK REGIONS' RESEARCH FUNDING



Source: Richard Jones and Tom Forth



What Researchers Think About the Culture They Work In

2020

SHIFT
LEARNING

12 Key Themes from the Townhalls



1.

Unstable
contracts &
careers

2.

Bullying &
harassment

3.

Unhealthy
Competition

4.

Poor
management

5.

Deteriorating
mental
health

6.

Long hours
culture

7.

Inaction on
diversity &
inclusion

8.

Mistrust of
complaints
procedures

9.

Early career
challenges

10.

Pressure to
publish

11.

Lack of
recognition
& promotion

12.

Gender
inequality &
personal
sacrifices

“A kinder research culture
will build stronger, deeper
support for research.”

nature

“A mean and aggressive research working culture
threatens the public’s respect for scientists and
their expertise”



“We must break down the barriers between research and innovation and wider society. We must engage widely to build shared understanding between those who consider themselves to be part of the research and innovation system and those who do not. We must co-create the opportunities that research and innovation offers to enrich lives locally, nationally and globally”



**Ottoline Leyser,
CEO**





trust

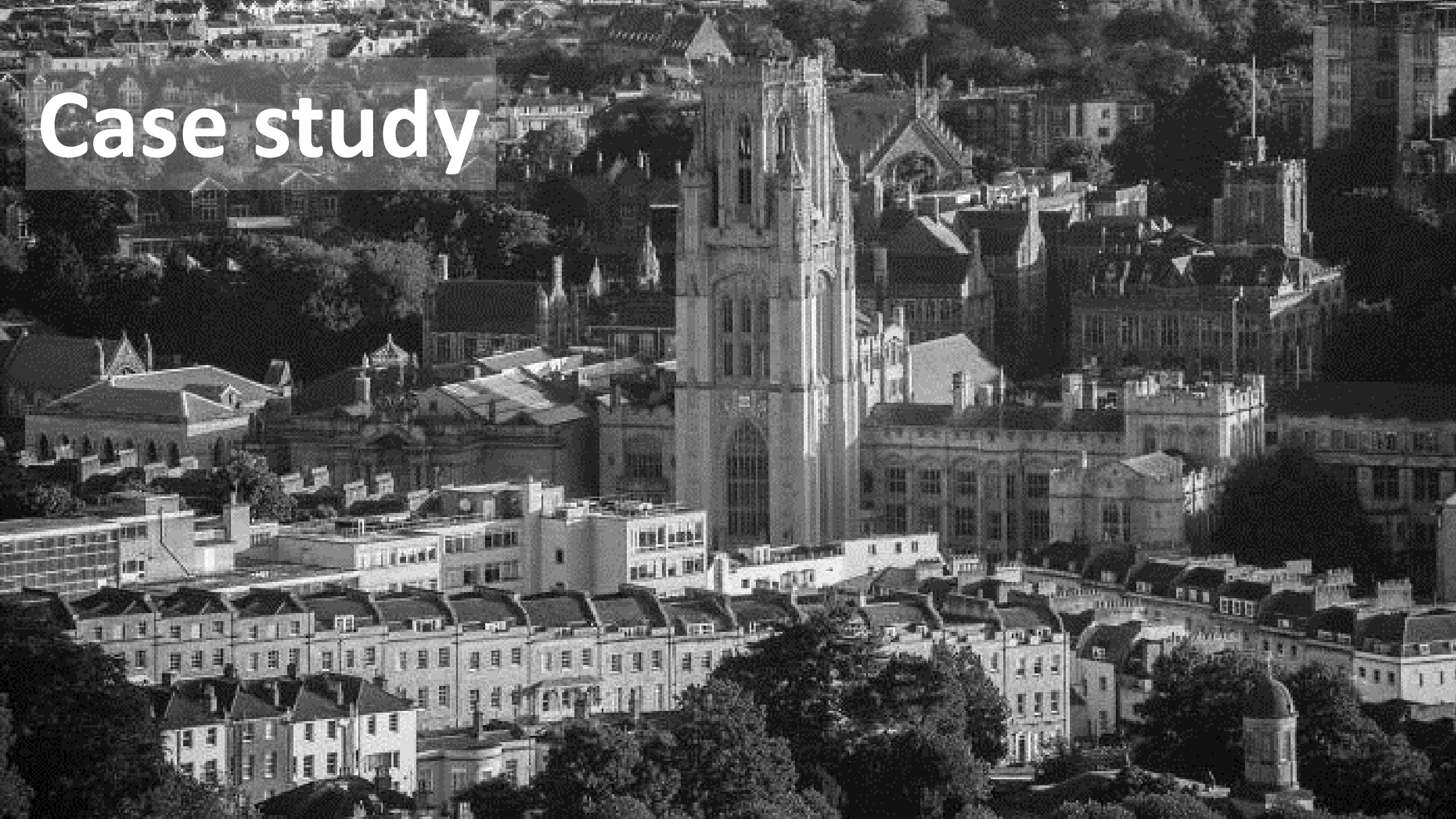
social responsibility

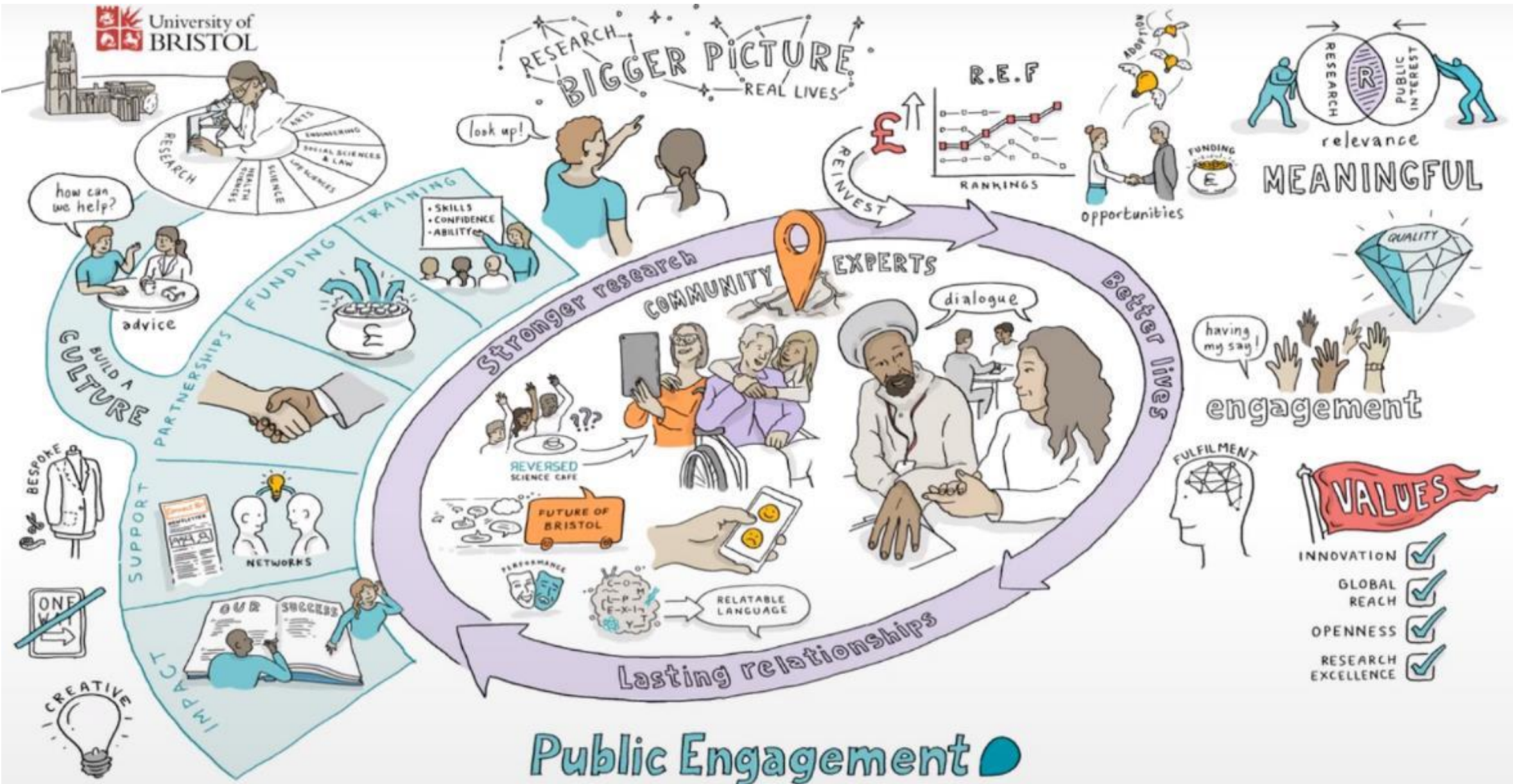
relevance

accountability

- Do these motivations for engagement resonate with you, and apply in your context?
- How is science funding and policy changing in response to these kinds of social pressures?

Case study





Public Engagement

Strengthening research with conversations that count

2. The craft of public engagement



THE ENGAGED UNIVERSITY

A Manifesto for Public Engagement



National
Co-ordinating
Centre for
Public Engagement

What is public engagement?

“Public engagement describes the myriad of ways in which the activity and benefits of higher education and research can be shared with the public. Engagement is by definition a two-way process, involving interaction and listening, with the goal of generating mutual benefit.”



What is the 'ENGAGEMENT' in Public and Community Engagement?



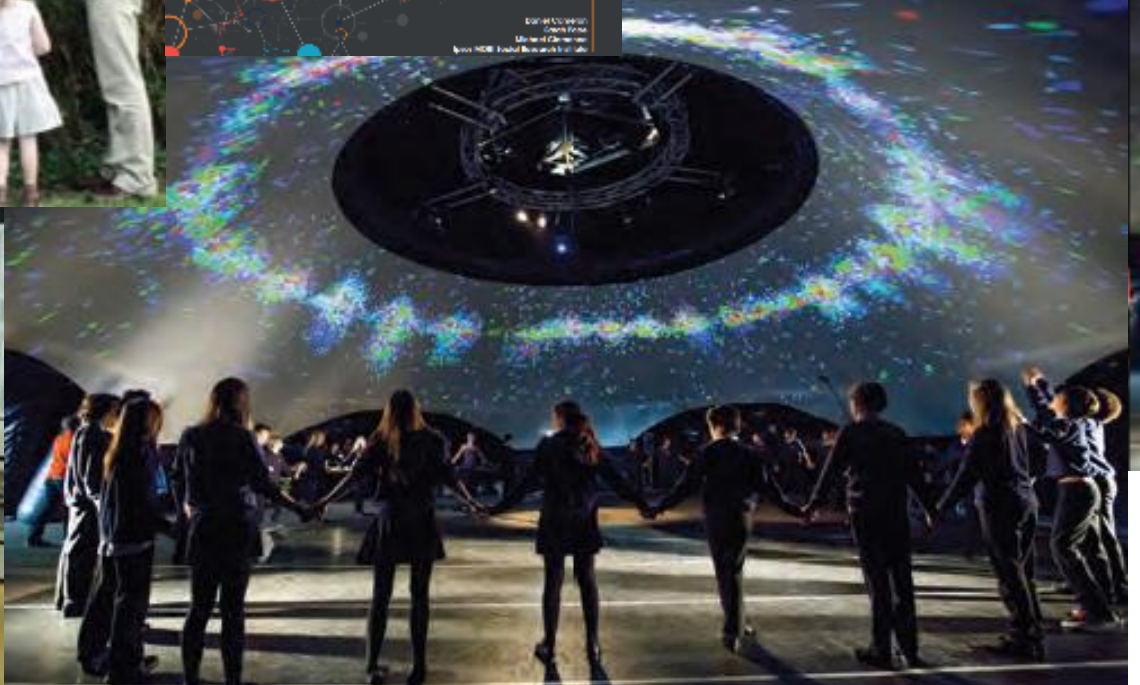


Ipson MORI
Social Research Institute

IALOGUE ON DATA

Exploring the public's views
on using administrative data
for research purposes

DR WENDY WILSON
Senior Policy
Manager Client Services
Ipson MORI Social Research Institute





- Patient involvement
- Dialogue and co-production
- Co-design
- Citizen science
- Widening participation
- Community engagement
- Informal learning
- Media
- Outreach
- Exhibitions



Reasons to engage...

INSPIRING

Inspiring, involving and informing the public about research

CONSULTING

Actively listening to the public's views, concerns and insights

Working in partnership to solve problems, drawing on each other's expertise

COLLABORATING

Who are the 'PUBLIC' in Public Engagement?





CIVIL SOCIETY & THIRD SECTOR

Charities & associations; societies and clubs



POLICY

Policy makers,
regulators, civil
servants

PUBLIC SECTOR

Professionals and
practitioners



BUSINESS

Companies, SMEs,
entrepreneurs





CIVIL SOCIETY & THIRD SECTOR

Charities & associations; societies and clubs



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Policy makers,
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PUBLIC SECTOR

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BUSINESS

Companies, SMEs,
entrepreneurs



PUBLICS



DEMOGRAPHICS:
age, ethnicity,
gender,
economic
status, level of
education,
income level &
employment

voter



communities of place & interest

CIVIL SOCIETY & THIRD SECTOR

Charities & associations; societies and clubs

POLICY

Policy makers,
regulators, civil
servants

PUBLIC SECTOR

Professionals and
practitioners



service
user

citizen



BUSINESS

Companies, SMEs,
entrepreneurs



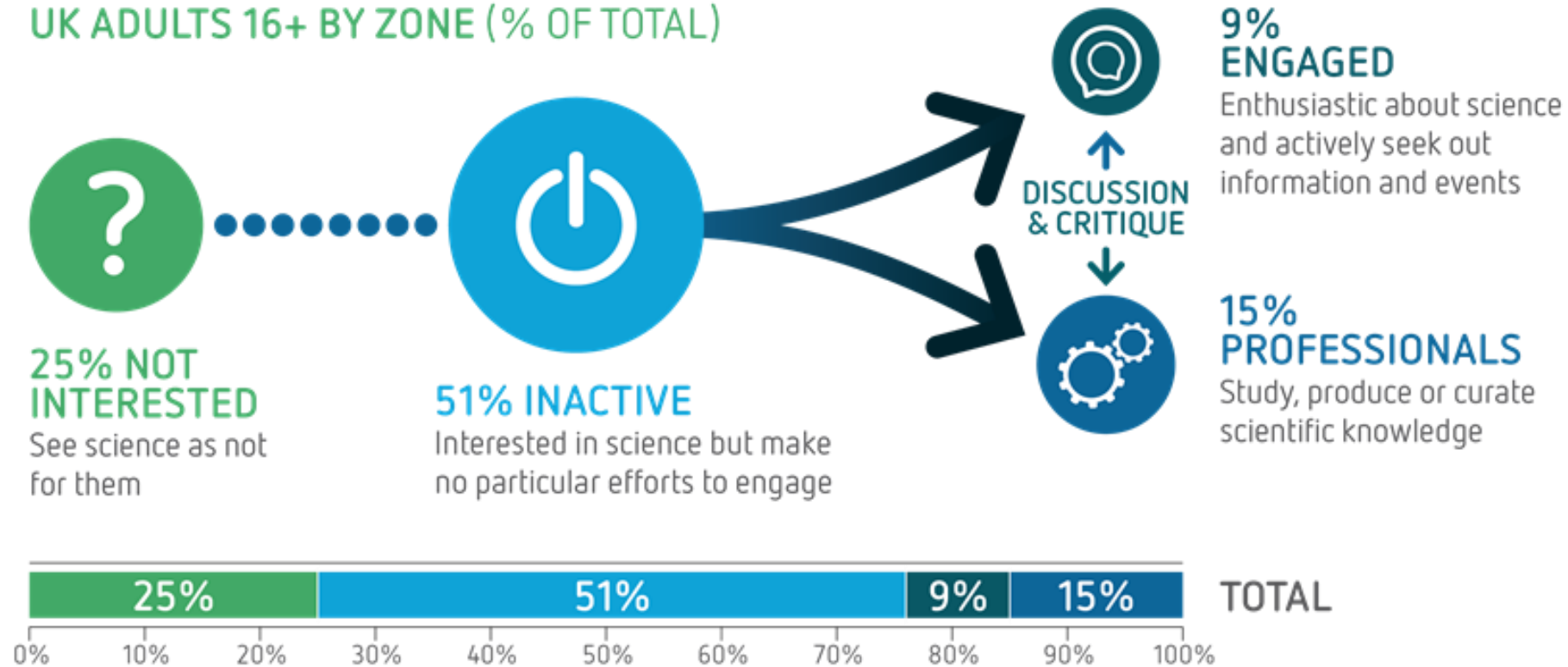
customer

employee

PUBLICS

Our audience model

UK ADULTS 16+ BY ZONE (% OF TOTAL)



Source: King's College London 'Culture Tracker' 2016, which questioned a representative sample of UK adults about their relationship with science.

We use the model to help us decide where to focus our time and energy: we prioritise the activities which are most likely to transition people from the 'Not interested' or 'Inactive' groups to the 'Engaged' or 'Professional' groups.

What kinds of outcomes are typically realised by Public and Community Engagement?



Search REF Impact Case Studies

Browse the index below or search all Case Studies using keywords [e.g. "NHS"].

Learn about [advanced search options](#) and read our [Terms of Use](#).

[Link](#)

Assessing impact

Engaging publics with research



Reviewing the REF impact case studies and templates
Executive summary

www.publicengagement.ac.uk

[Link](#)

Understanding



Stimulating curiosity,
understanding and
empathy

Understanding



Typical outcomes include:

- Enhanced knowledge and understanding
- Enhanced enjoyment, inspiration and creativity
- Changes to attitudes and values

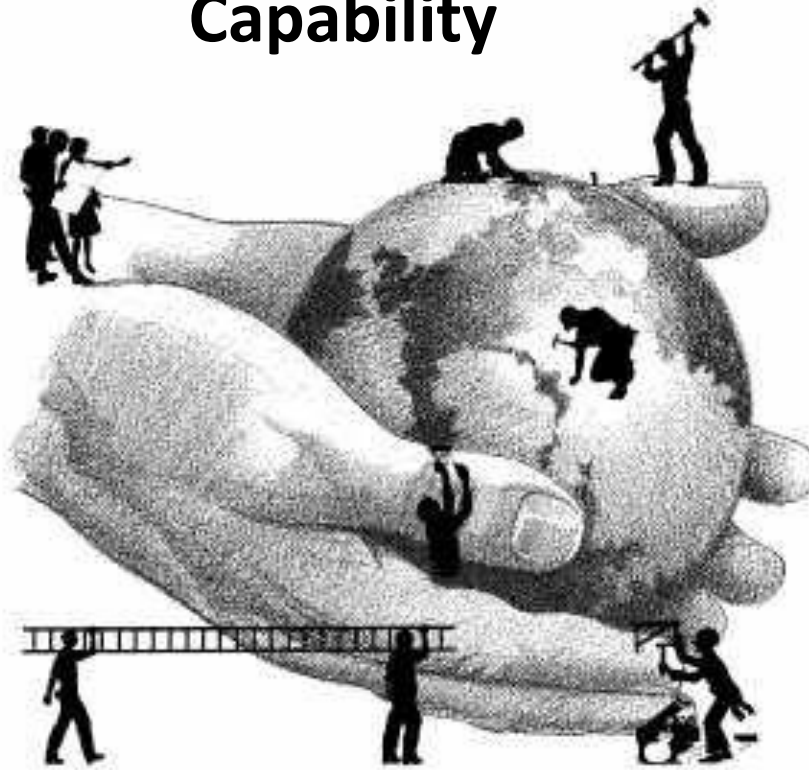
Understanding



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Capability



Building capacity and
strengthening
networks

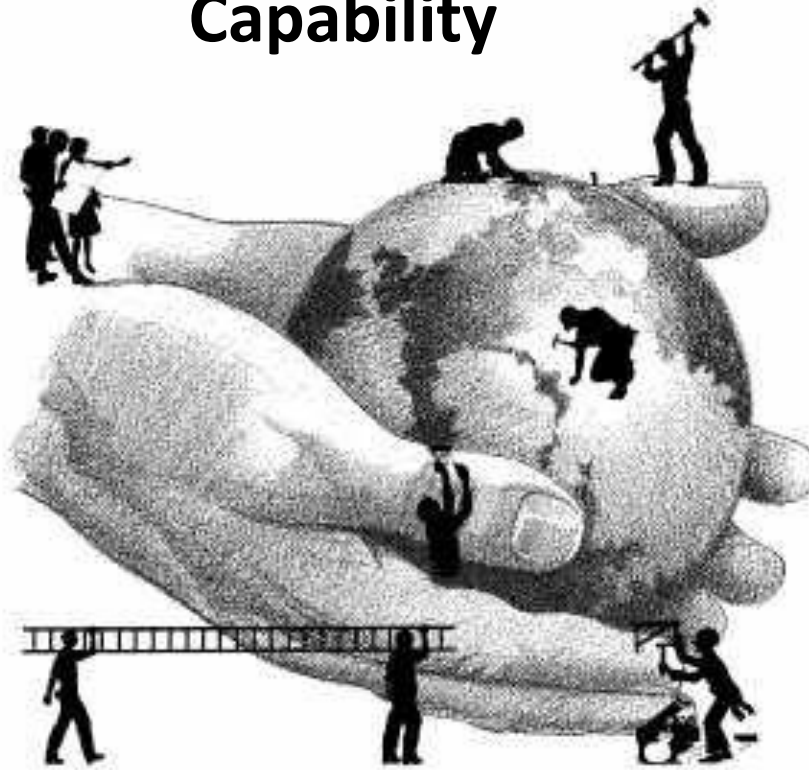
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Typical outcomes include:

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Capability



- Increased capacity and confidence of participating publics
- Changes to behaviour, attitudes, health and wellbeing and to quality of life
- Strengthened communities and relationships

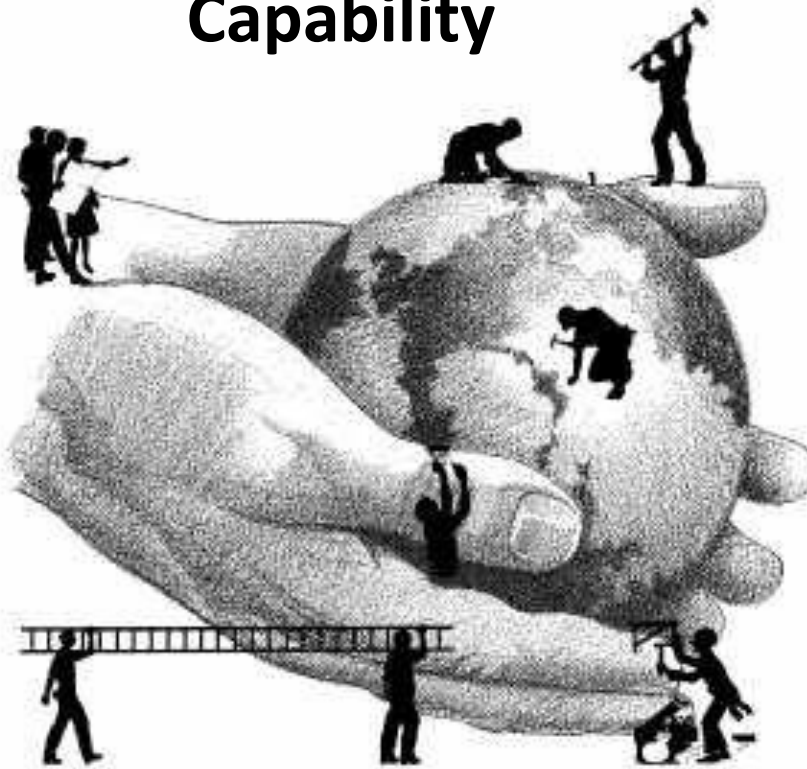
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Innovation



Improving decision making and the way things work

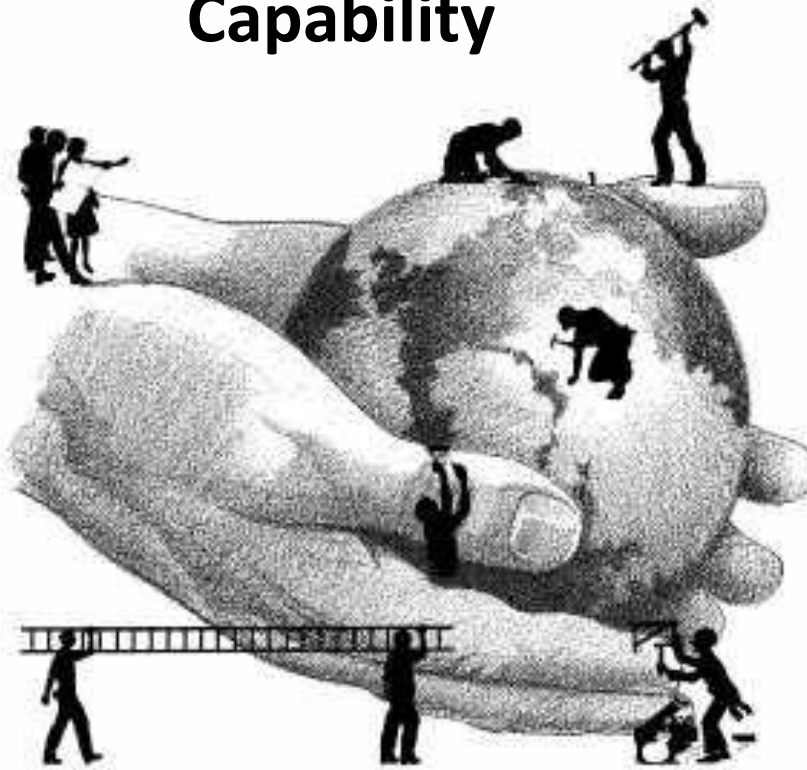
Understanding



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Capability



- Increased capacity and confidence of participating publics
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- Strengthened communities and relationships

Innovation



- Demonstrable impact on policies, productivity, public realm
- Economic return and resilience



University of Brighton

IGNITE: ONE PROGRAMME, A WEALTH OF INSPIRING STORIES

Finding and fostering
community–university partnerships

University of Brighton UKRI report



CUPP – Ignite Partnerships: Microplastics and ...
University of Brighton

Copy link

CUPP
IGNITE PARTNERSHIPS
MICROPLASTICS AND
CHICHESTER HARBOUR

Watch on YouTube

[Link](#)

3. Navigating change



BBC

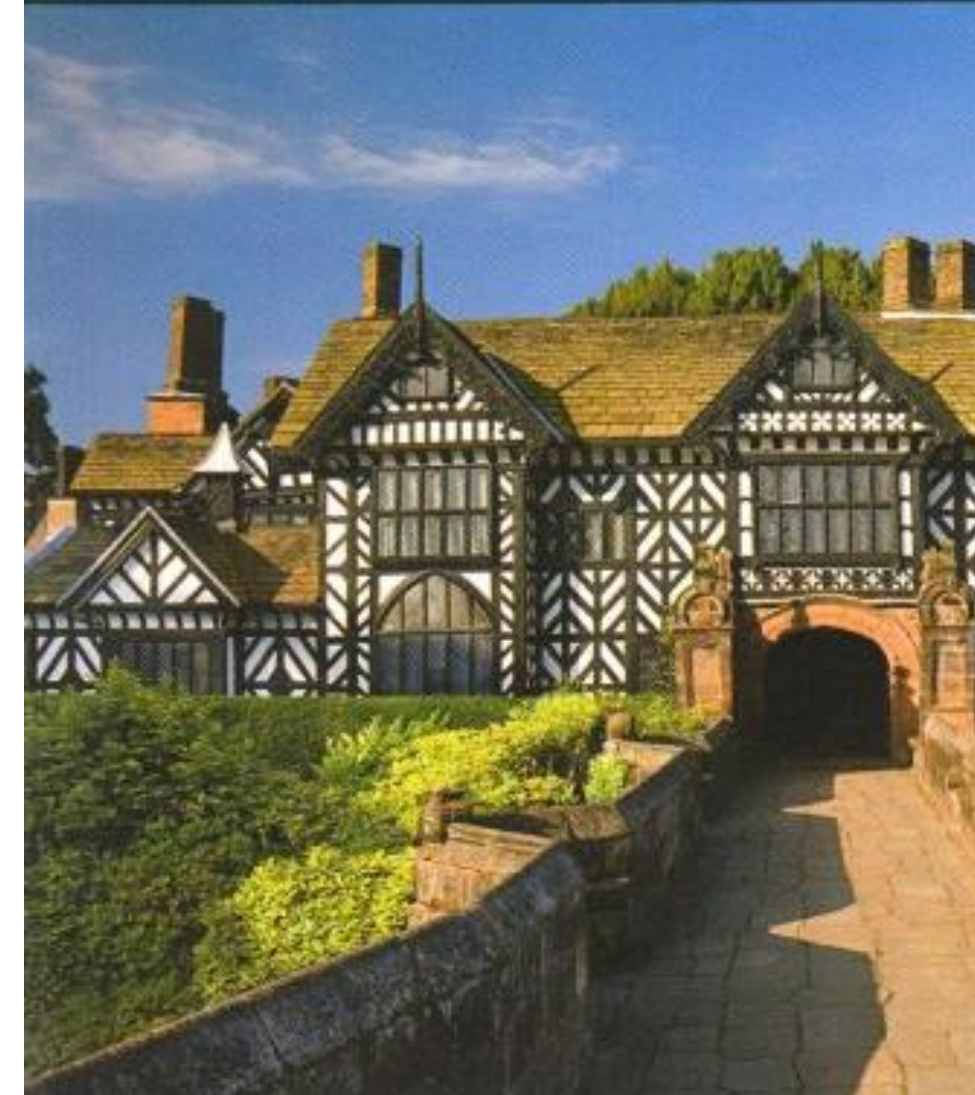
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HANDBOOK

FOR MEMBERS AND VISITORS 2008



HANDBOOK

FOR MEMBERS AND VISITORS 2008



[Home](#)

[Our cause](#)

[Days out](#)

[Art & collections](#)

[Join & get involved](#)

[Holidays](#)

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Days out

Where do you want to go?

Search by county, town, postcode or place



[View all places on a map](#)



[For families >](#)

With acres of space for little ones to run around plus family-friendly facilities, you're sure to have a great family day out with us.



[Groups >](#)

Whatever your group is interested in, we've got lots of inspiration and information for you to plan your visit.

‘We need to learn to love
people as much as we love
places’

*Fiona Reynolds,
Director General*



Days Out Segments

Curious Minds

Live Life to the Full

Young Independents

Explorer Family

Site name: _____ QNR ???

1. When did you visit (day/week)?

2. What time did you arrive and how long did you stay?

3. How many children have you been?

4. How many people of the following age group in your party?

5. How would you rate the quality of the following services?

6. What were the reasons for you not visiting?

7. Overall how would you rate your visit?

8. Overall how would you rate the place, how did you like it?

Audience evaluation

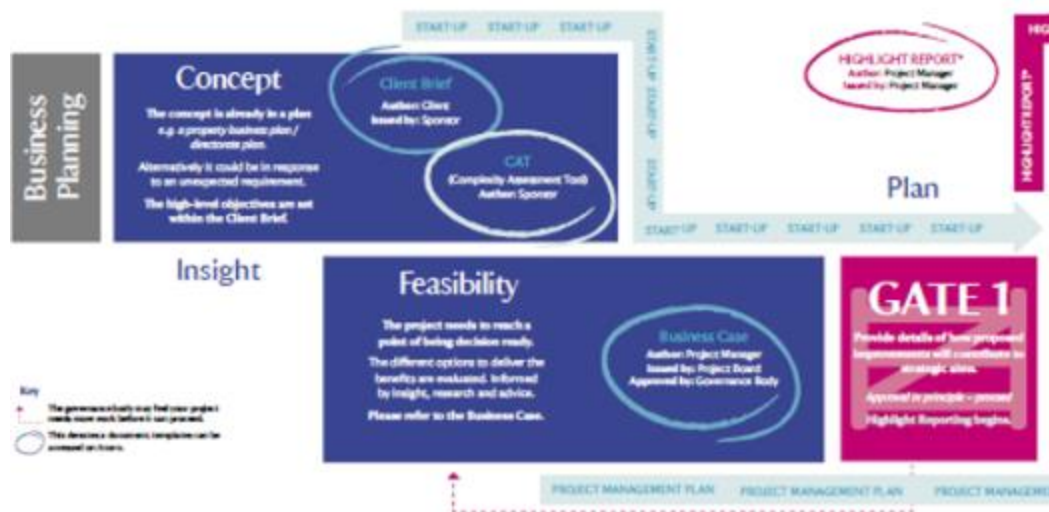
Interpretation with insight

We can't read minds... but we can ask what visitors think and study their behaviours. This guide explains how to use evaluation to create really engaging interpretation. It's not rocket science: everyone can evaluate as long as you are open, willing to talk to people and follow the principles outlined in these pages.

Performance at our most visited

Month v Budget	Anglesey Abbey (EA)	Attingham Park	Belton House	Calke Abbey
Service	Green	Red	Yellow	Red
Visitors	Red	Red	Green	Green
Membership recruitment	Red	Green	Red	Green
Food & Bev contribution	Yellow	Yellow	Yellow	Green
Retail Contribution	Yellow	Yellow	Yellow	Green

Project Management Framework



Administration	Apprenticeships	Brand and Marketing
Building Surveying	Conservation	Countryside Management
Curatorship	Estate Management	Finance
Food and Beverage	Fundraising	Gardening
General Management	Governance	IT
Membership	People and Legal	Retail
Visitor Services		

National Trust Jobs

Who are we?

Research
managers

Knowledge transfer
professionals

Marketing and
communications

Public affairs

Researcher
developers

Development
managers

Recruitment
managers

Public engagement
specialists

Public relations

Events managers

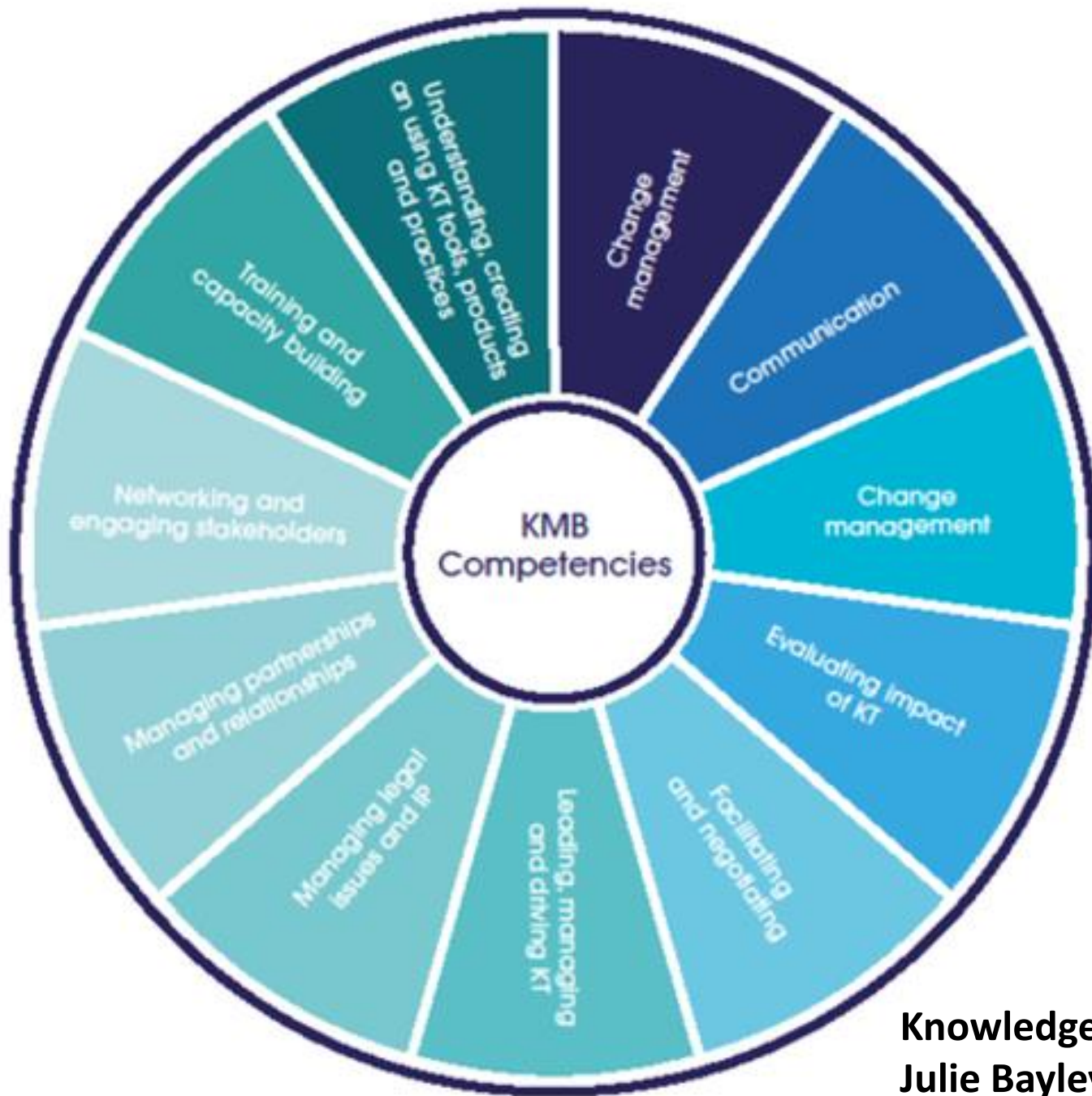
Impact specialists

Engaged
researchers

Fundraisers

Scholarly
communications

Alumni relations



What are our skills?

1. Change management
2. Communication
3. Creating, sourcing and synthesising (research)
4. Evaluating impact of Knowledge Exchange (KE)
5. Facilitating and negotiating
6. Leading, managing and driving KE
7. Managing legal issues and IP
8. Managing partnerships / relationships
9. Networking and engaging stakeholders
10. Training and capacity building
11. Understanding, creating and using KE tools, products and practices

Knowledge broker competencies,
Julie Bayley and David Phipps

[LINK](#)

'Engaged' Attributes

Responsive

- You are motivated by other people's curiosity, interests and needs
- You adapt your communication and approach for different people



Reflective

- You set explicit goals for your work and monitor these carefully
- You understand how your own values motivate your work

Respectful

- You are sensitive to issues of diversity and inclusion
- You have the capacity to build and sustain effective partnerships

Responsible

- You are sensitive to social and ethical issues and plan your work to take account of these
- You are committed to excellence, quality and innovation





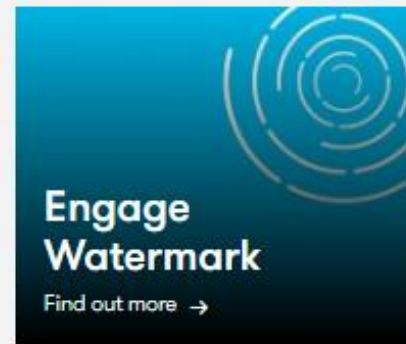
National
Co-ordinating
Centre for
Public Engagement

We help universities
engage with the public

How can we help you with public engagement?

Enter search terms...

Search



publicengagement.ac.uk

Pathways to societal impact

- What insights has this session given you into the work that you do, the ways that you work, and the challenges that you face?





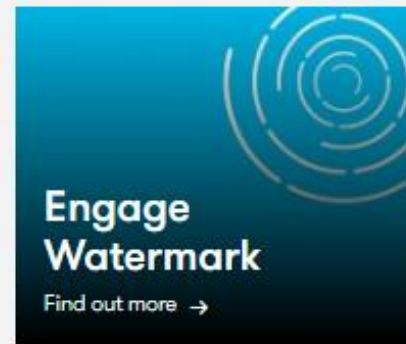
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How can we help you with public engagement?

Enter search terms...

Search



publicengagement.ac.uk

Paul.manners@uwe.ac.uk

Discussion

Break

We will be back at 12.00

1. Irrelevant and out of touch with society
Secretive and untrustworthy

Unaccountable and a waste of tax payers' money
Elitist and reinforcing inequality

2. Why is it important to engage with the public?

<p>trust</p> <ul style="list-style-type: none"> • Researchers are trusted to act ethically and responsibly • New, controversial areas of research are debated and public attitudes taken account of 	<p>social responsibility</p> <ul style="list-style-type: none"> • Research institutions are seen to act in socially responsible ways, minimising their environmental footprint and supporting social mobility
<p>relevance</p> <ul style="list-style-type: none"> • Research more finely tuned to society's needs • Innovation flourishes as new ideas & insights flow into HEIs • Research outputs are easily accessible and widely used • Young people see research careers as relevant and attractive 	<p>accountability</p> <ul style="list-style-type: none"> • Those with a stake in the impact of research feel they can influence investment priorities • The purposes and impact of research are understood and valued by wider society

3.

Public Engagement
Strengthening research with conversations that count.

4.

DEMOGRAPHICS: age, ethn city, gender, economic status, level of education, income level & employment

CIVIL SOCIETY & THIRD SECTOR: Charities & associations, societies and clubs

POLICY: Public bodies, regulators, civil servants

PUBLIC SECTOR: Professionals and practitioners

BUSINESS: Companies, SMEs, entrepreneurs

communities of place & interest

CITIZENS

5. Reasons to engage...

INSPIRING
Inspiring, involving and informing the public about research

CONSULTING
Actively listening to the public's views, concerns and insights

COLLABORATING
Working in partnership to solve problems, drawing on each other's expertise

WORKING IN PARTNERSHIP TO SOLVE PROBLEMS
drawing on each other's expertise

6.

<p>Understanding</p> <p>Typical outcomes include:</p> <ul style="list-style-type: none"> - Enhanced knowledge and understanding - Enhanced enjoyment, inspiration and creativity - Changes to attitudes and values 	<p>Capability</p> <ul style="list-style-type: none"> - Increased capacity and confidence of participating public - Changes in behaviour, attitudes, health and wellbeing and to quality of life - Strengthened communities and relationships 	<p>Innovation</p> <ul style="list-style-type: none"> - Demonstrable impact on policies, productivity, public realm - Economic returns and resilience
--	--	---

7. 'Engaged' Attributes

<p>Responsive</p> <ul style="list-style-type: none"> - You are motivated by other people's curiosity, interests and needs - You adapt your communication and approach for different people 	<p>Reflective</p> <ul style="list-style-type: none"> - You set explicit goals for your work and monitor these carefully - You understand how your own values motivate your work
<p>Respectful</p> <ul style="list-style-type: none"> - You are sensitive to issues of diversity and inclusion - You have the capacity to build and sustain effective partnerships 	<p>Responsible</p> <ul style="list-style-type: none"> - You are sensitive to social and ethical issues and plan your work to take account of these - You are committed to excellence, quality and innovation

8.

National Co-ordinating Centre for Public Engagement

We help universities engage with the public
How can we help you with public engagement?

publicengagement.ac.uk

Secretive and untrustworthy

Irrelevant and out of touch with society



Unaccountable and a waste of tax payers' money

Elitist and reinforcing inequality

Why is it important to engage with the public?



trust

- Researchers are trusted to act ethically and responsibly
- New, controversial areas of research are debated and public attitudes taken account of

social responsibility

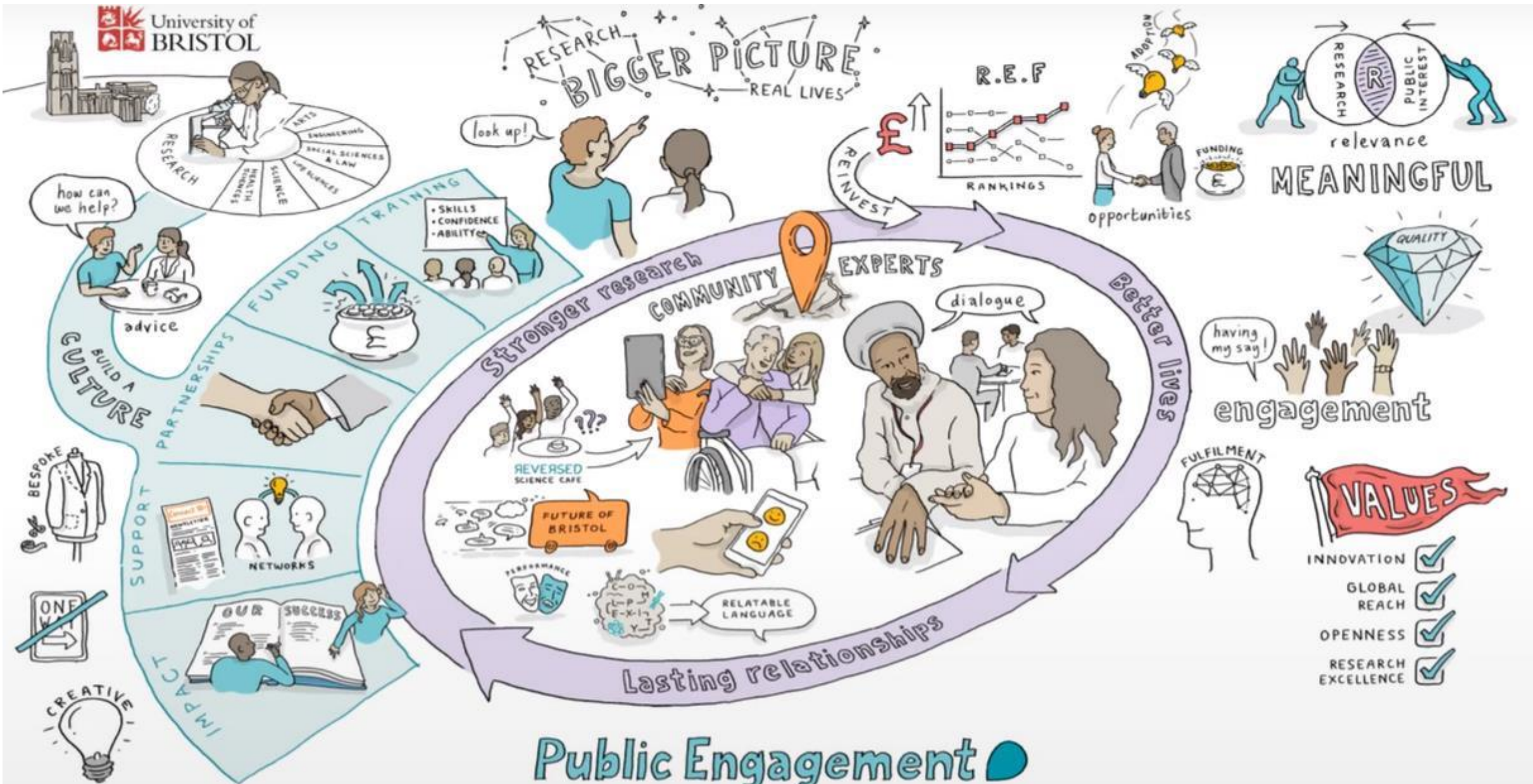
- Research institutions are seen to act in socially responsible ways, minimising their environmental footprint and supporting social mobility

relevance

- Research more finely tuned to society's needs
- Innovation flourishes as new ideas & insights flow into HEIs
- Research outputs are easily accessible and widely used
- Young people see research careers as relevant and attractive

accountability

- Those with a stake in the impact of research feel they can influence investment priorities
- The purposes and impact of research are understood and valued by wider society



Public Engagement

Strengthening research with conversations that count

DEMOGRAPHICS:
age, ethnicity,
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economic
status, level of
education,
income level &
employment

voter



communities of place & interest

CIVIL SOCIETY & THIRD SECTOR

Charities & associations; societies and clubs

POLICY

Policy makers,
regulators, civil
servants

PUBLIC SECTOR

Professionals and
practitioners



service
user

citizen



BUSINESS

Companies, SMEs,
entrepreneurs



customer

employee

PUBLICS

Reasons to engage...

INSPIRING

Inspiring, involving and informing the public about research

CONSULTING

Actively listening to the public's views, concerns and insights

Working in partnership to solve problems, drawing on each other's expertise

COLLABORATING

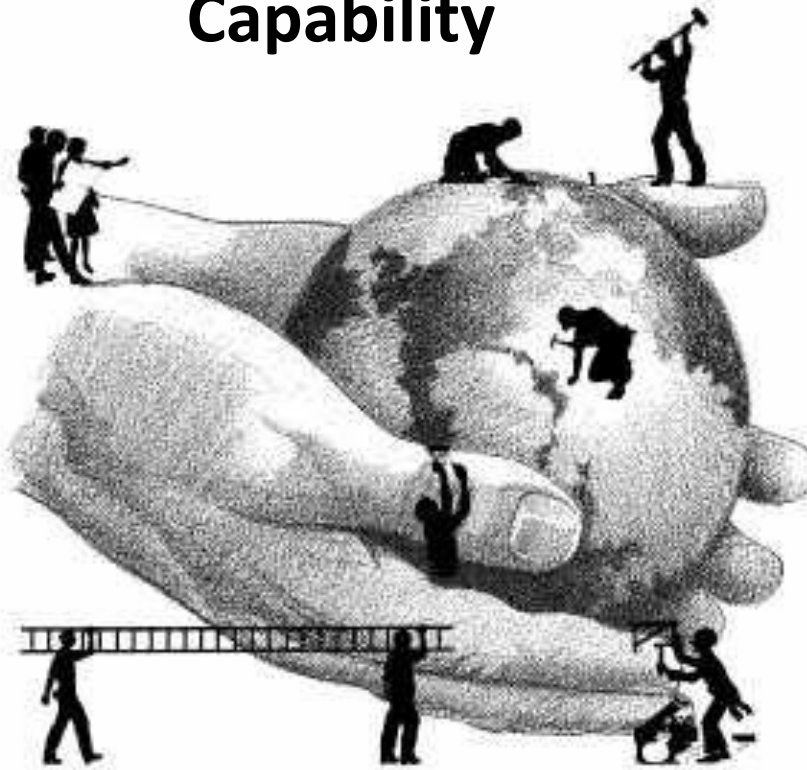
Understanding



Typical outcomes include:

- Enhanced knowledge and understanding
- Enhanced enjoyment, inspiration and creativity
- Changes to attitudes and values

Capability



- Increased capacity and confidence of participating publics
- Changes to behaviour, attitudes, health and wellbeing and to quality of life
- Strengthened communities and relationships

Innovation



- Demonstrable impact on policies, productivity, public realm
- Economic return and resilience

What core, strategic functions do we all contribute to?



Social intelligence



Service design



Support

'Engaged' Attributes

Responsive

- You are motivated by other people's curiosity, interests and needs
- You adapt your communication and approach for different people



Reflective

- You set explicit goals for your work and monitor these carefully
- You understand how your own values motivate your work

Respectful

- You are sensitive to issues of diversity and inclusion
- You have the capacity to build and sustain effective partnerships

Responsible

- You are sensitive to social and ethical issues and plan your work to take account of these
- You are committed to excellence, quality and innovation





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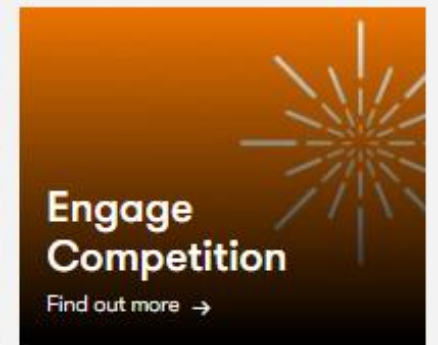
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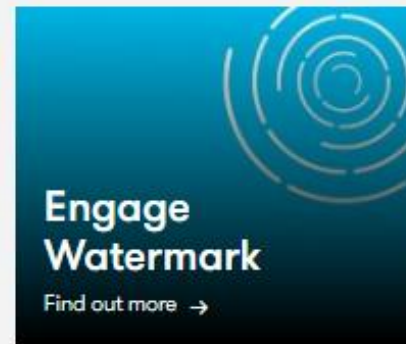
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publicengagement.ac.uk

Paul.manners@uwe.ac.uk



trust

- Researchers are trusted to act ethically and responsibly
- New, controversial areas of research are debated and public attitudes taken account of

social responsibility

- Research institutions are seen to act in socially responsible ways, minimising their environmental footprint and supporting social mobility

relevance

- Research more finely tuned to society's needs
- Innovation flourishes as new ideas & insights flow into HEIs
- Research outputs are easily accessible and widely used
- Young people see research careers as relevant and attractive

accountability

- Those with a stake in the impact of research feel they can influence investment priorities
- The purposes and impact of research are understood and valued by wider society

Break

We will be back at 13.20



Science Communication
for Societal Impact
14-17 September, 2021

Lizzie Crouch

Creative Producer, Australia

Break

We will be back at 14:25

Introduction to the Course Assignment

**A proposal to improve the societal
impact of your institute by integrating
effective science communication
methods and tools**

Final presentations: September 17, 12.20-14.20 CEST

Elements to consider

- What is the current state of science communication and impact at your institute?
- What is your objective for integrating impact and science communication?
- What elements are missing from the institute's strategy and execution of strategy?
- What are the most important challenges to overcome in order to reach your goals?

How would you address them?

- Who do you need to get involved and how?
- What are the priorities and how should resources be divided?
- How will you evaluate success, strengths and weaknesses?

OVERVIEW OF THE COURSE



Tuesday 14th September

Public Engagement with Science - **Paul Manners**

Interdisciplinary Engagement- **Lizzie Crouch**

Introduction to Course Assginment

Wednesday 15th September

Fostering Engagement with Society- **Anna Maria Fleetwood & Cissi Askwall**

Best Practice Case-Study- **Zehra Waheed**

Measuring and Demonstrating Outputs- **Eric A. Jensen**

Thursday 16th September

Building Connections Through Communication- **Dariusz Aksamit**

Best Practice Case-Study- **Fai Collins Dzernyuy**

Policy Engagement- **Emily Jesper-Mir & Hamid Khan**

Friday 17th May

Social Media & Impact- **Ger Hanley**

Q&A and Informal Chat

End of Day 1

Thank you