

## AccessEd: Researcher Development Programme Researcher Engagement and Reflection Log

### Workshop: **Public Engagement**

#### Outline

This worksheet is designed for you to reflect on the key learning steps from the training workshop you attended and think about workshop learning outcomes in line with your learning portfolio.

We encourage you to make a note of your responses in a word document or otherwise, ensuring your record your reflections and consider what legacy this will have after the training has finished.

Consider the following actions that you might take in relation to this workshop engagement and reflection log:

- ✓ Consider sharing your reflections with your peers – Commonwealth Scholars and others
- ✓ How can you best record your notes and reflections to best suit your own individual style of learning?
- ✓ How might you use reflections from this worksheet log in the future to contribute towards learning in other workshops?

#### A. Self-reflection: Skills development

1. Rate your confidence in the following skills for success in Public Engagement, which were covered during the workshop. Rate the skills from 1-5 (1 = least confident, 5 = most confident):

	Team work
	Communication skills
	Organisational skills
	Project management skills
	Perseverance
	Technical skills
	Ability to 'read the room'
	<b>Total ( max: 35)</b>

2. Below is a list of best practice for presentation as part of public engagement, all of which we touched on during training.

Rate your perceived expertise in the following presentation skills. This is helpful in understanding what further training opportunities you could pursue (1 = no expertise, 3= still requires improvement, 5 = high expertise):

	Introducing yourself and your story
	Explaining what you will be speaking about; setting the scene
	Making your research accessible to your audience: simple explanations
	Use of bullet points notes (or other succinct note taking)
	Able to consider and adapt your pace and volume
	Making the most of space and resources available to you
	<b>Total (max: 30)</b>

3. What was your biggest learning takeaway from the workshop?

4. How will you apply what you have learnt today to your research/studies, and how does it complement your learning portfolio?

5. What is one commitment you will make to building one of the skills introduced as part of the Public Engagement training?

E.g.

**Skill:** *Team work skills*

**Action:** *Finding a way to give yourself the opportunity to conduct public engagement within a team e.g., speaking with research colleagues to set up an event, giving others the opportunity to talk about their research alongside your own, finding commonalities / similarities between what you work on.*

**Skill:**

**Action:**

## B. Self-reflection: Learning in relation to Public Engagement

6. Methods for engaging the public: write down 4 different methods discussed during training (e.g. blogs, workshops, consultation panels) for engaging the public that you will commit to using over the next 8 months. These should be methods that you have not used before.

7. Using the 'narrative arc' communication tool: write down what your key points are in relation to the following 'arc' steps (1. The background, 2. The problem, 3. The attempt at solution, 4. The resolution, 5. What next?).

8. Setting goals for public engagement: during training we talked about approaches to goal-setting. One way of doing this is to create a spreadsheet of specific options at your university, region, or for your industry/field. Once you have done this, list in the box below which peers and advisors you will share your plans with.

Remember – sharing plans is not just about getting ideas and feedback from others, it's about holding yourself accountable!

9. During this session discussed the design of your evaluation plan, and the different factors this will depend on. List the factors effecting the design of your individual evaluation plan (who you are using in your evaluation; what access you have to collecting data; how the plan will eventually be used).

10. We discussed long term impact relating to your public engagement evaluation plan. There are 3 types of impact: conceptual (changes to how people think); capacity building (changes to what people do); instrumental (changes to how things work).

Write out what the impact of your evaluation plan will be, under each of these three sub-categories.

## C. Tools to takeaway: Frameworks for public engagement

Below is a list of further tools that can be used for public engagement as a researcher.

### (i) Guide: developing your skills in public engagement

This table is a helpful way to organise how you might like to develop your engagement skills.

#### Step 1: Defining your goals

Job/ Role	Public Engagement Experience	Interests	Time & Opportunities
<p><b>If you are an academic</b>, a research grant or group may have a specific requirement to engage with a public audience</p> <p><b>If you are an administrator</b> your interest might be more on how to coordinate or manage public engagement activities,</p> <p><b>If you are a communications or knowledge exchange professional</b>, you might be interested in developing advanced skills in a particular area e.g. video editing.</p>	<p>Are you <b>completely new</b> to public engagement?</p> <p>Do you want to continue to develop your <b>skills in a particular area</b>? Perhaps working with schools?</p> <p>Alternatively, are you keen to <b>explore other areas</b> of public engagement?</p> <p>Are you looking to <b>consolidate years of experience</b>?</p>	<p><b>Type of activity:</b> writing, digital media, filming, presenting, event planning etc?</p> <p><b>Audience:</b> school children, families, policymakers, the media etc?</p> <p><b>Type of event:</b> festival workshop, café style session, large audiences, small audiences etc?</p>	<p>How much time can you realistically commit to <b>doing public engagement</b> each month?</p> <p>How much time can you realistically commit to <b>PE professional development</b> each month?</p> <p>Is your line manager or supervisor supportive?</p> <p>Do you have <b>deadlines</b> for current PE projects?</p> <p>Are there any <b>upcoming opportunities</b>?</p>

#### Step 2: Skills audit: which areas do you need to develop?

Public Engagement Skill or Attribute	Public Engagement Skill or Attribute Description	Evidence of Skill	How I'm doing
		<i>Record activities, experiences or events you played a part in that shows your ability in each particular skill. It may be you have already lots of experience in an area. It may be you have just a small amount of experience or none at all (i.e. for those areas you wish to develop in future). That is OK. It is important that you think honestly and widely, and don't just focus on skills you already have and do well.</i>	<i>Try to define what level you think you're at (i.e. doing really well, good basic understanding/competence, needs improvement, etc.)</i>
e.g. communication	Interviewing	I have interviewed colleagues about their research.	Good. Sometimes colleagues use a lot of jargon and can get off the point. It might be helpful to improve the briefing before the interview and to practise strategies for keeping an interview on topic.
e.g. technical skills	Recording and editing film	I have previously used a Flip camera and Microsoft Moviemaker software to create short video clips of colleagues talking about their research.	Basic. The videos look a bit amateur and I'm not sure how to edit a longer programme. It would be good to try some other film formats.

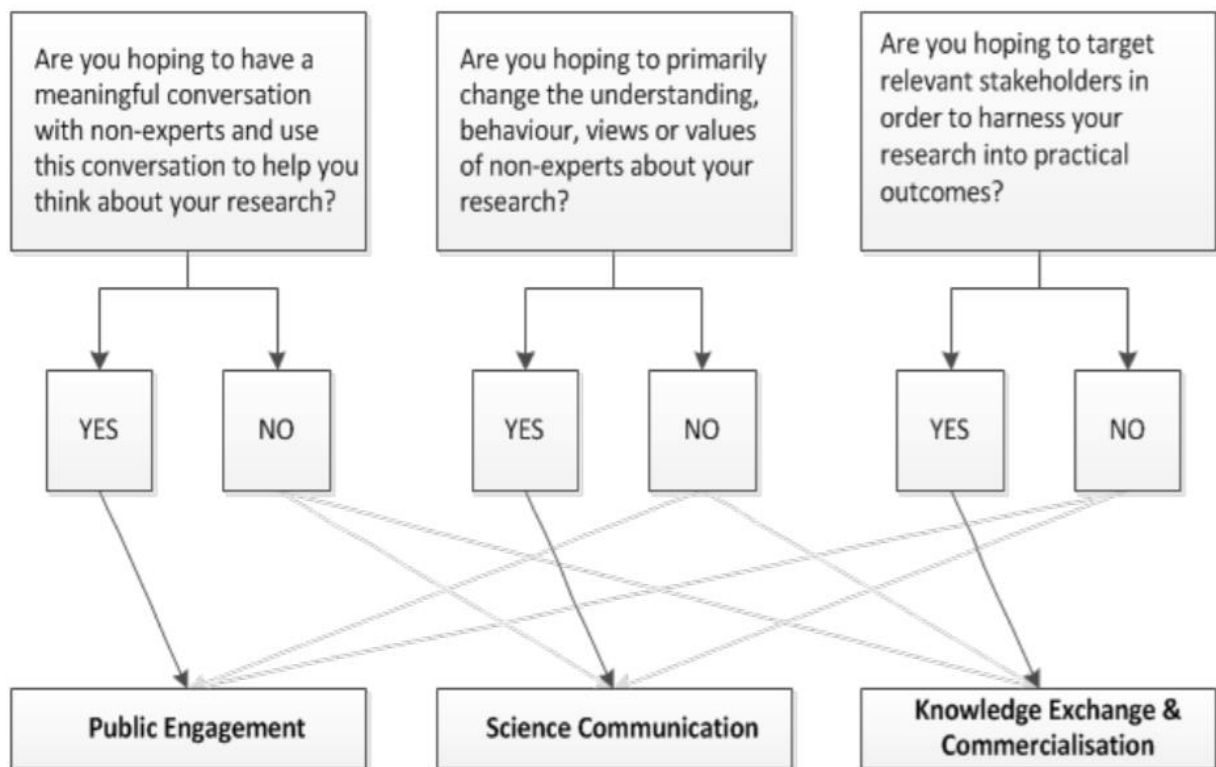
### (ii) Other types of communication – how do you know what's what?

Sometimes there can be confusion about whether your activities are *really* about public engagement. If your activities are not aimed at members of the general public and are not about research, they are not typically considered as public engagement.

Examples of activities that are not public engagement include:

- Corporate communications, for instance promoting an institution you work for or managing its reputation
- Staff or student recruitment you might be undertaking in your role as researcher
- Product promotion or sales

If you are unsure about whether you are setting out to do science communication, public engagement or knowledge exchange and commercialisation, ask yourself these questions:



Source: <https://bbsrc.ukri.org/>

There is a continuum between public engagement and science communication (and indeed knowledge exchange) and any given activity may not fall neatly into one area or another. They are grey areas!

All of these activities are important, so what is key is that:

- You are as clear as possible about the motivations for your activity
- You consider, over a number of activities, whether you have a good balance between doing science communication and doing public engagement.

#### D. Further reading tips....

In addition to the readings shared during training, see below for a final reading tip:

Public engagement evaluation framework: [UKRI](#)

National Co-ordinating Centre for Public Engagement: [NCCPE Do Engagement](#)

UK Research and Innovation: [RCUK Guides and Reports on listening to the public](#)