

# Public Engagement with Research at Festivals

# Introduction and welcome



# Welcomes

Introduce yourself in the chat



# Agenda

2pm	Introductions
	What are festivals?
	Why do people go to festivals?
	A framework for public engagement
	People
	Purpose
3:25	Break
	Process
	Evaluation
	The practicalities
4:30pm	End

# Raise your hand

Raise your hand if you are booked in to deliver at a festival

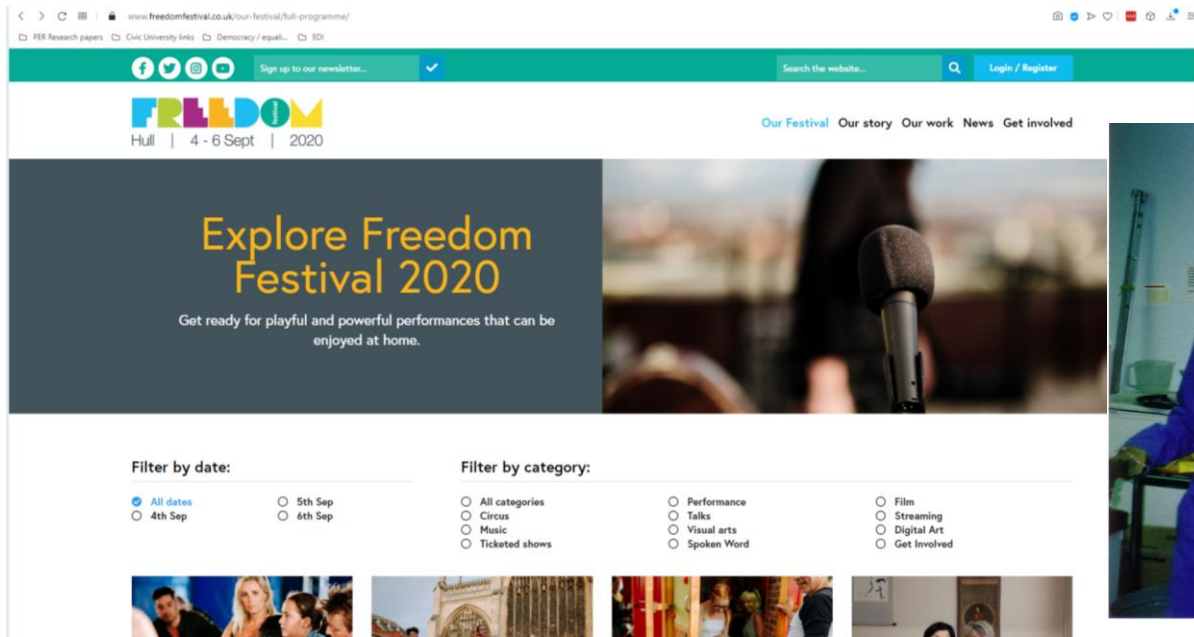
Keep your hand raised if it's Festival of Social Science this year





# What is a festival?

In the chat make a note of any festivals you have attended. You may want to note what type of festival it is if it's not obvious from the name.



# What is a festival?

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In the chat make a note of any characteristics that define a festival.

Festivals are usually:

- Time limited
- Use a mix of formats
- Themed
- Location specific
- Free or ticketed





# Why do people attend festivals?

In the chat make a note of why people attend festivals





# Why do people attend festivals?

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There are many reasons why people attend festivals:

- Existing interest (eg Food Festival) / rational recreation
- Leisure / holiday
- Be with friends / family
- Because it was there / they stumbled across it (eg Festival of Nature)
- Someone famous was doing something there
- Like the formats/activities

*The content is only part of the story*

# Quality public engagement framework



# High Quality Public Engagement

## 1: PURPOSE

I will put purpose at the heart of my engagement

## 2: PEOPLE

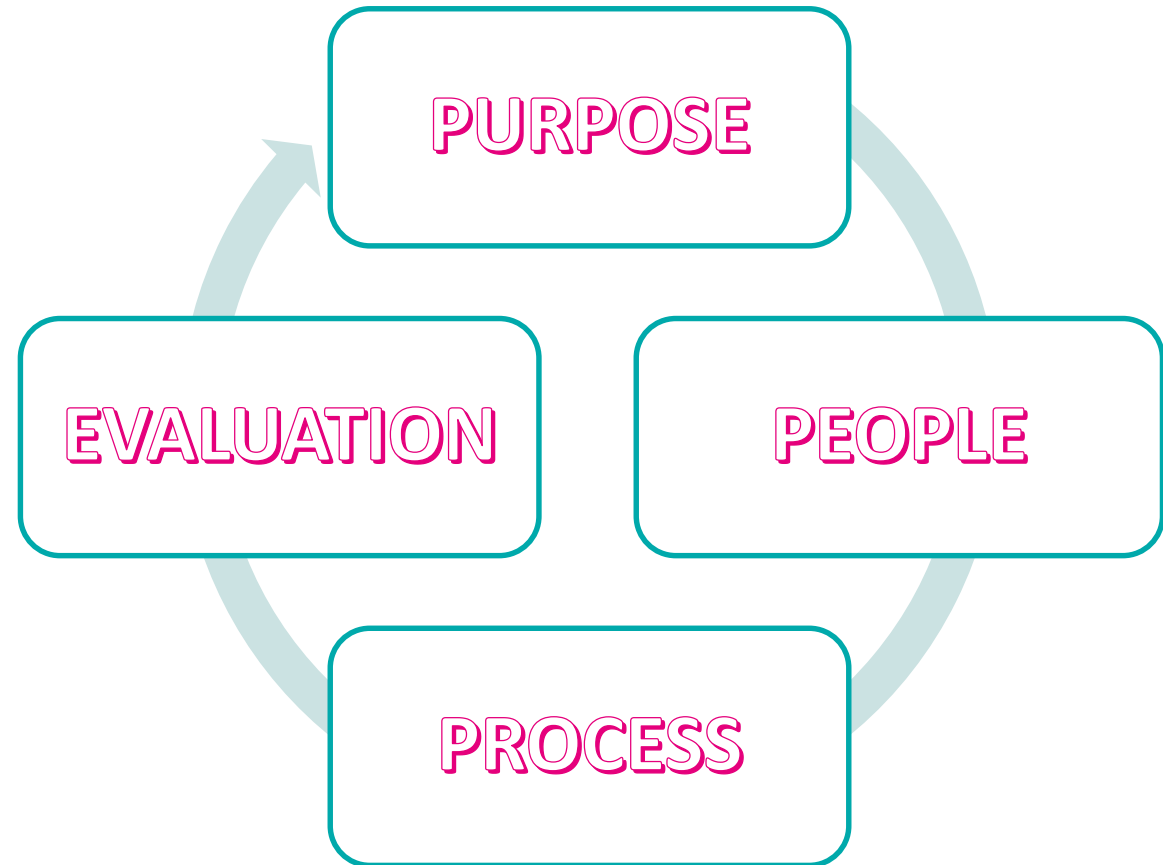
I will strive to ensure my engagement is appropriate to the participants and framed around their needs

## 3: PROCESS

I will plan my projects in a professional manner and ensure the process is fit for my purpose and audience

## 4: EVALUATION

I will embed learning and improvement into my work



Purpose | **People** | Process | Evaluation

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# What do we know about festival-goers?

Follow the link to the Padlet in the chat.

On the Padlet use the Post-Its to jot down what you know about festival-goers.

There are a couple of ideas already there to get things going. You can upvote each other's ideas.

There are two links:

- In person / socially distanced
- Online

We don't know a huge amount about online festival-goers yet – we simply haven't been able to do the research

<http://sciencefestivals.uk>



# What do we know about festival-goers?

## 1. The passer-by

After being invited to play a game by one of the buskers the person/group would stop to play. After which they then moved on.

Visitors leave with surprise, hilarity and a spring in their step.

An interaction of this type usually lasted a couple of minutes.

- “I’ve learnt something there: that frogs poo and why some poo is pointy or round”
- “Beaver poo! That has revolutionised my life!”

## 2. The completer

This visitor type could start their interaction anywhere, usually in the tent or with a busk. After one interaction they then moved round the activities until they had completed the set. In-depth, varied conversations about ecology happened during this time. Topics included practical advice (e.g. what to plant to attract bees), personal experiences (e.g. animals they spot in their garden) and topical issues (e.g. the badger cull). An experience of this type could take up to 20 minutes and many returned over the course of the weekend for another chat, to see their swabs or to have another go.

- “This is the best bit of the festival: there’s so much going on in such a small space”
- “It’s great that you’re not just telling us stuff”



# What do we know about festival-goers?

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## 3. The observer

Those who approach the tent, read the BES poster, peer in, watch others, read the posters and wander off. Some may have a brief chat – but the interactive hands-on activities were not necessary for the quality of their experience.

## 4. The learner

Visitors would take information they found in the tent and apply it while at the festival. This included learning how to catch bugs and identification of species using the FSC chart. Visitors would also test themselves with the games or would take over the facilitation from one of the Roadies and do the games for their friends.

Two boys came in to tell us they'd been catching bugs in their tent and using our guide to identify them. They were really excited to have caught 3 buff-tailed bumblebees and one red-tailed bumblebee.

# What do we know about festival-goers?

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## 5. The professional

These were other scientists, science communicators or other membership organisations. Some came specifically to see what the team were doing and learn because the stall was constantly busy. Several people asked about where to get resources and took photos of the activities and displays to use them as examples for developing their own.

- University outreach person: “I struggle to do outreach so this is a really good thing.”
- Teaching assistant: “A lot of science in school is a bit boring for students. It’s great that you got a lot of interesting hands-on stuff.”

## 6. The future scientists

These included young children whose parents were sure they would grow up to be a scientist (e.g. one girl who was introduced as ‘Bea the Budding Biologist’) to teenagers thinking about which degree to take and parents just beginning to think about degrees for their children.

- Three teenage boys, who were really excited about the poo game, then went to get swabbed and asked loads of questions. They specifically asked to have their plate posted on Facebook and were thrilled that we were all scientists.
- “You’re a scientist? Cool! I love science!”



# What do we know about festival-goers?

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Take a few minutes to write down some things you know about the people who will be going to your festival

What else do you need to find out?

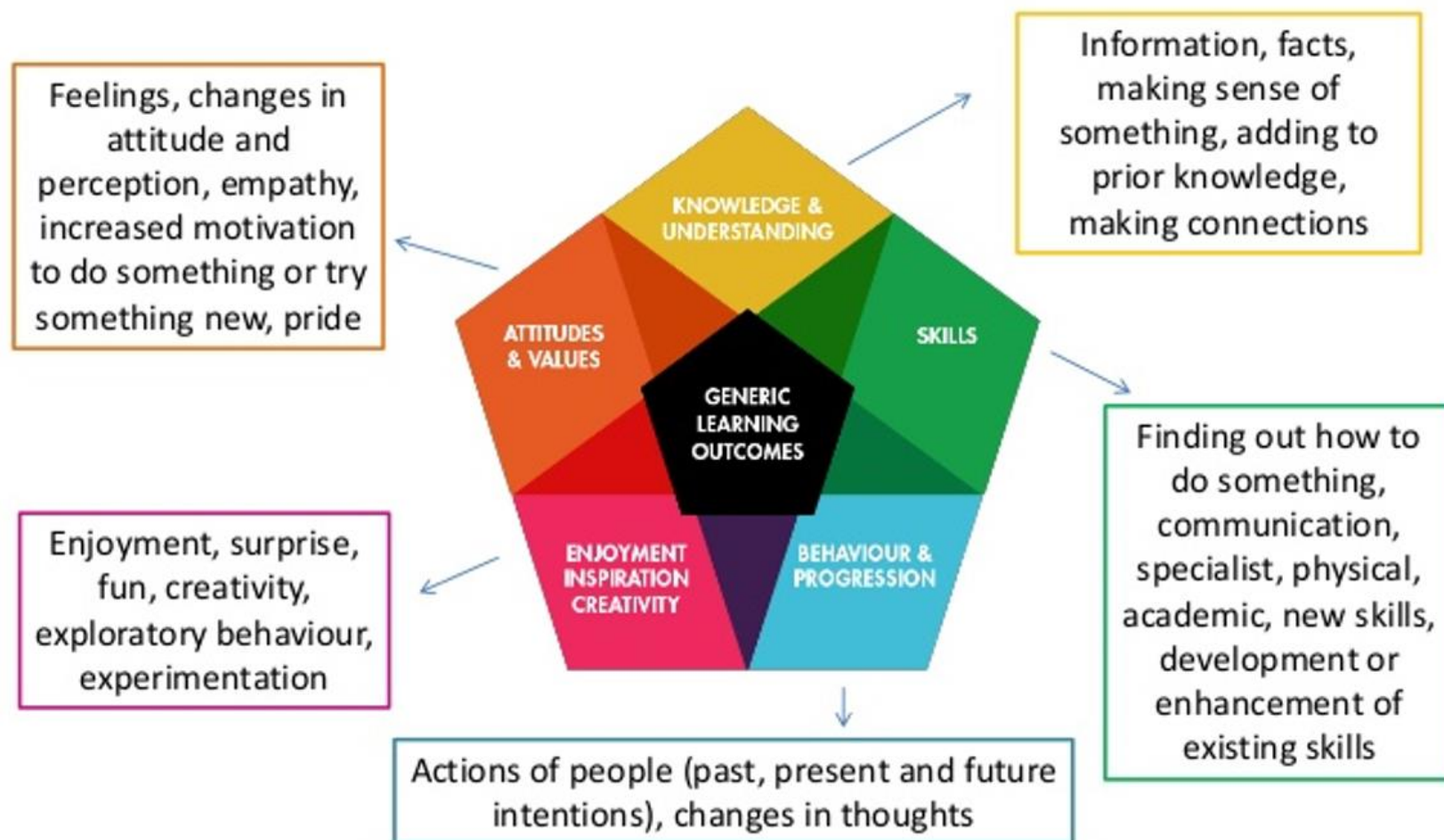
Public Attitudes to Science survey

<https://www.gov.uk/government/collections/public-attitudes-to-science>

**Purpose** | People | Process | Evaluation

# Purpose

## The GLO framework



## What are the purposes of your activity?

Take a few minutes to write down the purposes of your festival activity. Use the GLO framework to help your thinking.

You could try filling the gaps in one or more of these sentences :

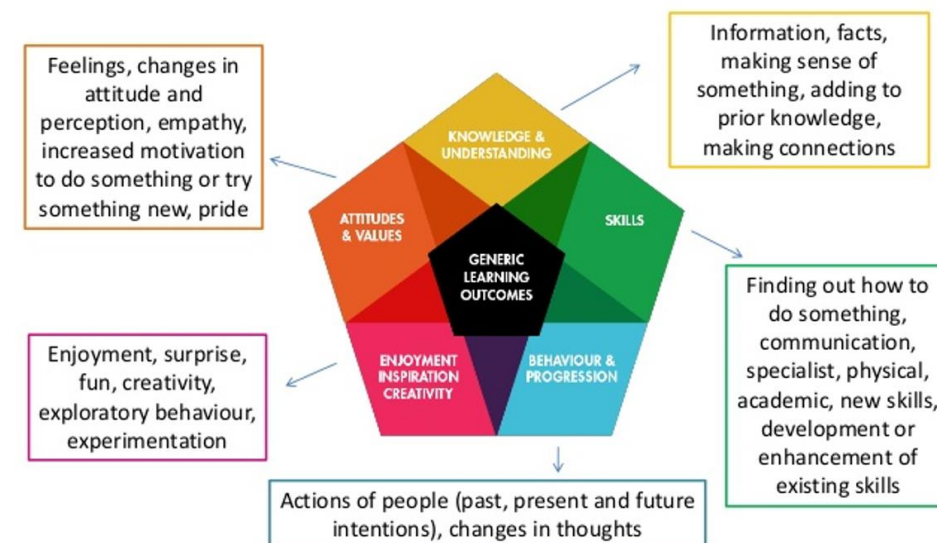
After taking part in my activity, I hope that people will know.....

After taking part in my activity, I hope that people will think.....

After taking part in my activity, I hope that people will feel.....

After taking part in my activity, I hope that people will do.....

### The GLO framework





## What are the purposes of your activity?

Take a few minutes to write down the purposes of your festival activity. Use the GLO framework to help your thinking.

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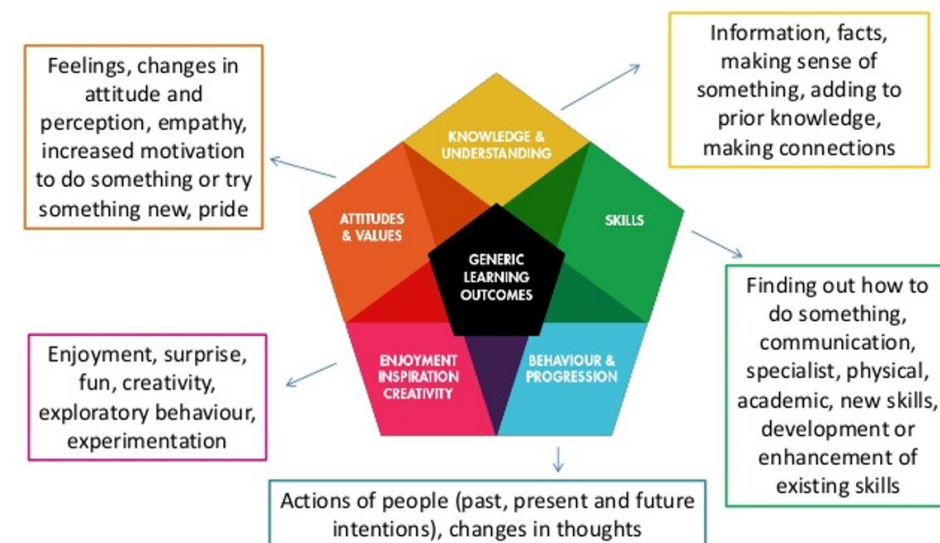
After delivering my activity, I hope I will know.....

After delivering my activity, I hope that I will think.....

After delivering my activity, I hope that I will feel.....

After delivering my activity, I hope that I will do.....

### The GLO framework



**10 minute Break**



Purpose | People | **Process** | Evaluation

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# Purpose | People | Process | Evaluation

Watch the video and note down all the different formats / activities that you see...





# Purpose | People | Process | Evaluation



Creative / craft



Real objects and artefacts

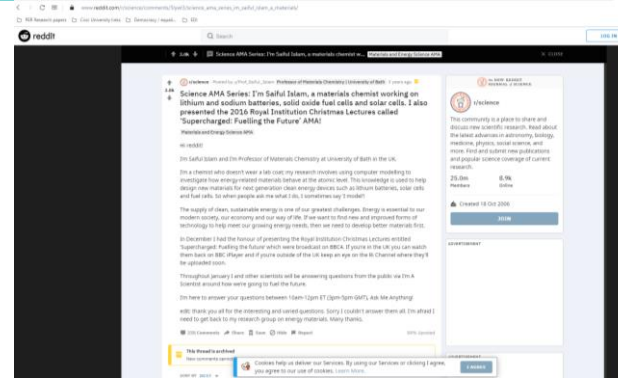


Make and take

# Purpose | People | Process | Evaluation



Outdoor exhibition



Reddit AMA



Street Theatre



Sidewalk Q&A

[Being Human guide to socially distanced engagement](https://beinghumanfestival.org/wp-content/uploads/2020/09/Engaging-at-a-distance-toolkit-with-checklists.pdf)

<https://beinghumanfestival.org/wp-content/uploads/2020/09/Engaging-at-a-distance-toolkit-with-checklists.pdf>

Center for Scientific Collaboration and Community Engagement

<https://zenodo.org/record/3934385#.X3HifDrPyUm>

[Takeapart.org.uk](https://docs.google.com/document/d/1fiMx4BWWQ-stUAPVO4pwqU6iQhnbqlzgLx7cB6E1FrY/edit?fbclid=IwAR0OQR4raeeszM29lvzNfQ5tecBErs-yUDBCImAEfSQzpoX75CYpr6VDyKI)

<https://docs.google.com/document/d/1fiMx4BWWQ-stUAPVO4pwqU6iQhnbqlzgLx7cB6E1FrY/edit?fbclid=IwAR0OQR4raeeszM29lvzNfQ5tecBErs-yUDBCImAEfSQzpoX75CYpr6VDyKI>

Purpose | People | Process | **Evaluation**

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## Why do we evaluate?

“We can understand the worth or merit of our projects and products.”

Frechtling Westat (2010) The user-friendly handbook for project evaluation

## Tools and approaches

What tools and approaches might you use to find answers to your evaluation questions?

- Questionnaires
- Focus groups
- Observation
- Mindmap
- Documentary analysis
- Reflective journaling
- Arts based approaches
- Participant lines of experience
- Graffiti walls



# Evaluation

## *Metrics:*

- Number of festival visitors
- Number of scientists
- Number of web, blog and flickr hits

## *Qualitative feedback:*

- Observations
- Interviews
- Reflective workshops

# Sex & Bugs & Rock 'n Roll



## Top tips:

- Get the right help and support
- Be strategic – and make sure you only collect data that you are going to use
- Integrate into the activity where possible
- Remember that you don't have to just focus on participants
- Use your evaluation



Putting it all  
together





# Sex & B<sup>ugs</sup> & Rock 'n Ro<sup>ll</sup>

Resources: what do you need to deliver your activity?

People to deliver, activities, stall, communication / engagement expertise, risk assessment, evaluation materials, promotional blurb, comms support, tech support, safeguarding



# Sex & Bugs & Rock 'n Roll

Milestones: What are the important dates?

- Festivals
- Print deadlines
- Team meetings
- Workshops...





# Purpose | People | Process | Evaluation

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What is your purpose?

What are the needs of your participants / audience?

What format are you going to devise and deliver?

What resources and materials do you need?

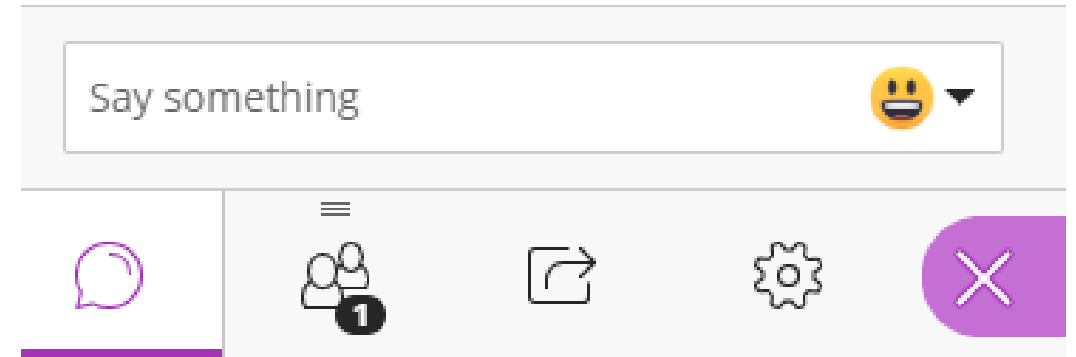
Do you need any training?

Who else do you need to involve?

What are the milestones?

What evaluation tools are you going to use?

# Start to ask your questions in the chat function



# Questions

