National Co-ordinating Centre for Public Engagement

What is public engagement and why does it matter?

公众沟通是什么以及为什么它重要？

Sophie Duncan

National Coordinating Centre for Public Engagement

国家公共沟通协调中心主任

National Co-ordinating Centre for Public Engagement

Case Studies | News | Events | Blog | Resources | FAQs | Contact | Login

We help universities engage with the public

Explore it | Support it | Plan it | Do it | About us | Work with us

We are the national co-ordinating centre for public engagement

We help universities and the public engage with each other. With our expert advice, training and tools, public engagement becomes acheivable, measurable and above all, successful.

Our vision, mission & aims

- Public Engagement Ambassador Scheme
- Case study of the week
- Research for All journal
- Self assess your institution with the EDGE Tool

The NCCPE seeks to support a culture change in universities. Our vision is of a higher education sector making a vital, strategic and valued contribution to 21st-century society through its public engagement activity.

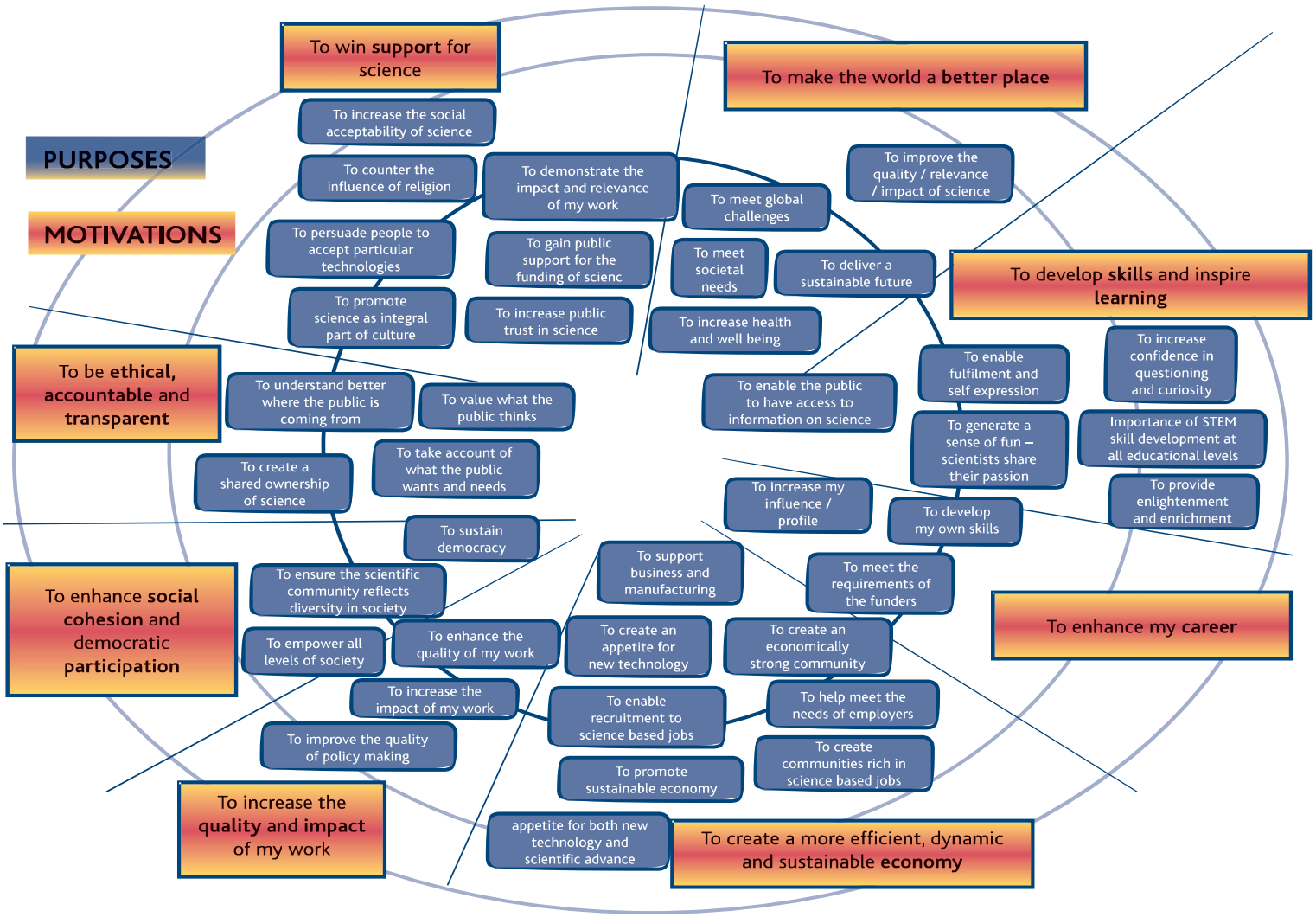
National Co-ordinating Centre for Public Engagement

What is public engagement?
公众沟通是什么？

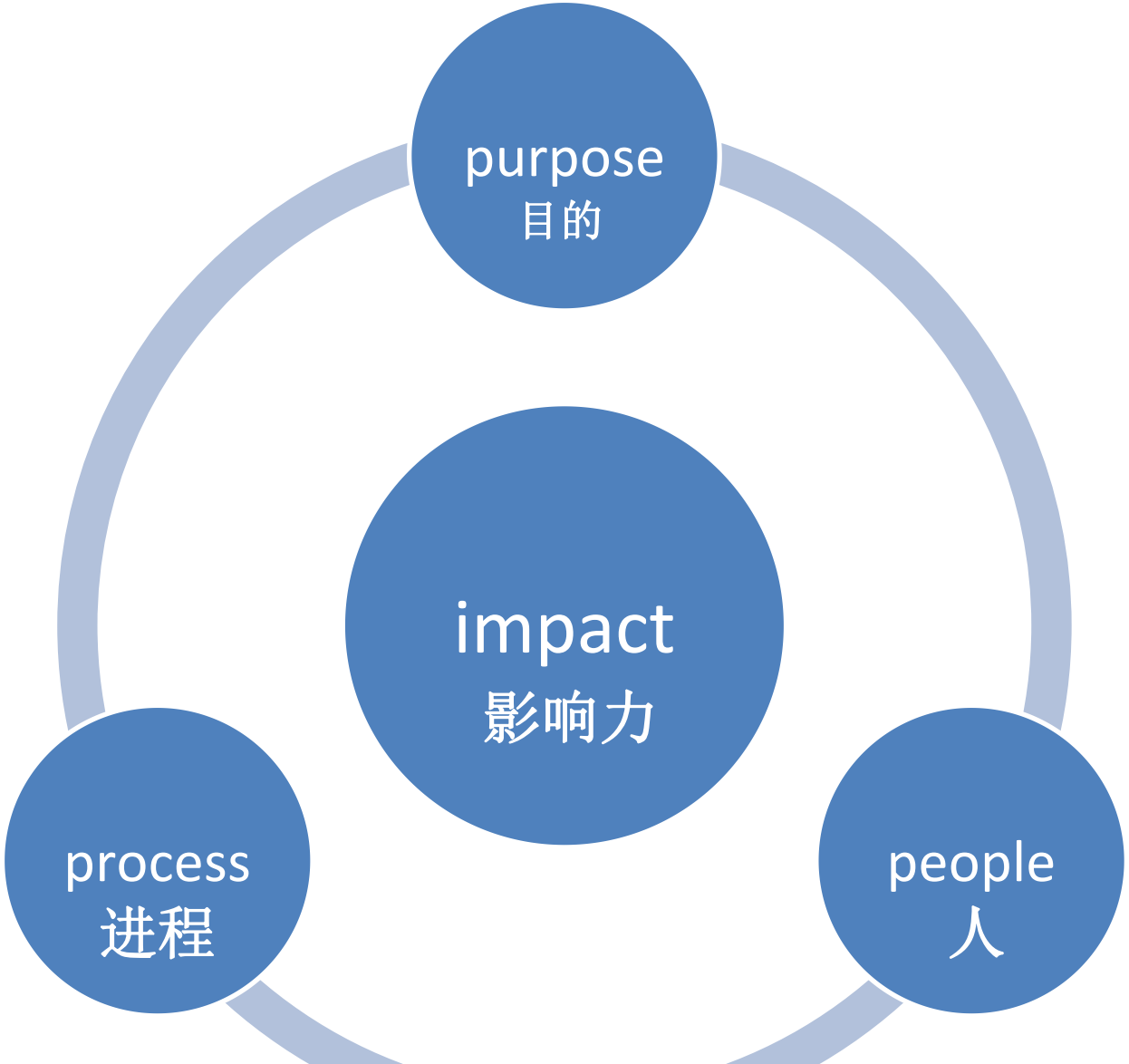
公众沟通指使高等教育和研究活动以及其带来的益处能与大众分享的各种方式。

从定义上，公众沟通就是一个双向的活动，包括互动和沟倾听，目标是双方都能获益。

Motivations 动力



High quality public engagement
高质量的公众参与



Public Engagement in Practice
公众参与实践

Science, Technology, Engineering and Mathematics (STEM) 科学，技术，工程和数学（STEM）

The Heart and Lung Repair Shop

The Turtle Project

SMASHfestUK

Working In Partnership 合作性的工作

Boingboing Youth Participation

Fostering Hope

Older people as co-researchers

Arts, Humanities and Social Sciences 艺术，人文和社会科学

Around The Toilet

City Witness: Exploring Medieval Swansea

The Lived Experience of Climate Change

Health and Wellbeing 健康与幸福

NONE in 3

Preventing Domestic Violence

None in Three

Our Health, Our Future

SPHERE: co-design and co-production in a home sensor system for health

Engaging With Young People 和年轻人的合作

COHESION Pilot "Don't Smile"

Developing interventions to raise rabies awareness in rural African communities

Lleisiau Bach yn Galw Allan-Little Voices Shouting Out

Individually Led Projects 单独进行的项目

Eating for Eye Health

TAKE 7 -

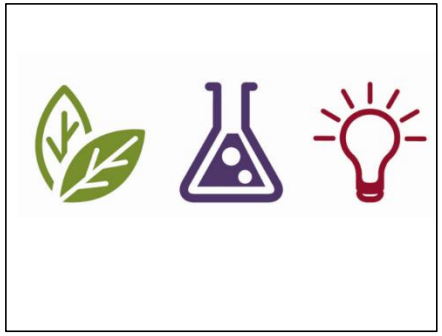
Writing Back

What difference does it make?
为什么公众参与重要？

Conceptual
概念性的

Communicating the meaning of the research beyond academia
交流跳出学术界研究的意义

What difference does it make?
为什么公众参与重要？



Conceptual
概念

Communicating the meaning of the research beyond academia
交流跳出学术界研究的意义

Instrumental
有功用性的

Influencing policies, products and services to better reflect public interests
影响政策，产品和服务，以更好地反映公共利益

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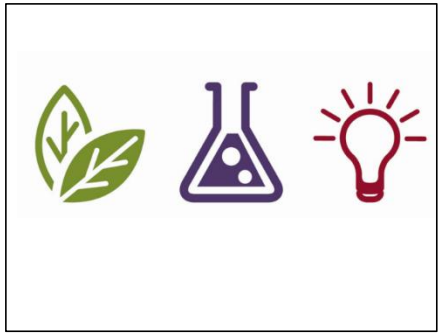

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影响政策，产品和服务，以更好地反映公共利益

Capacity building
能力建设

Influencing individual and collective behaviour and skills to realise public benefit
影响个人和集体的行为和技能，以实现公益

Conceptual
概念性的

Communicating the meaning of the research beyond academia

传达研究的意义超越学术界

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影响个人和集体的行为和技能，以实现公益

- 挑战传统的智慧
- 挑战专业正统
- 改变理解
- 刺激学习和反思
- 影响公开辩论

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- 改变标准/规定
- 改变问责制
- 影响新产品和服务
- 更改策略
- 更改计划流程
- 影响公共领域

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Capacity building
能力建设

Influencing individual and collective behaviour and skills to realise public benefit

影响个人和集体的行为和技能，以实现公益

- 激发参与和进步
- 教新技能
- 改变行为，包括参与和参与
- 影响从业者和决策者的行为/实践/标准
- 促进协作

Public Engagement in China
中国公众参与

What does / could motivate you to engage with the public? 什么给您动力和公众接触？

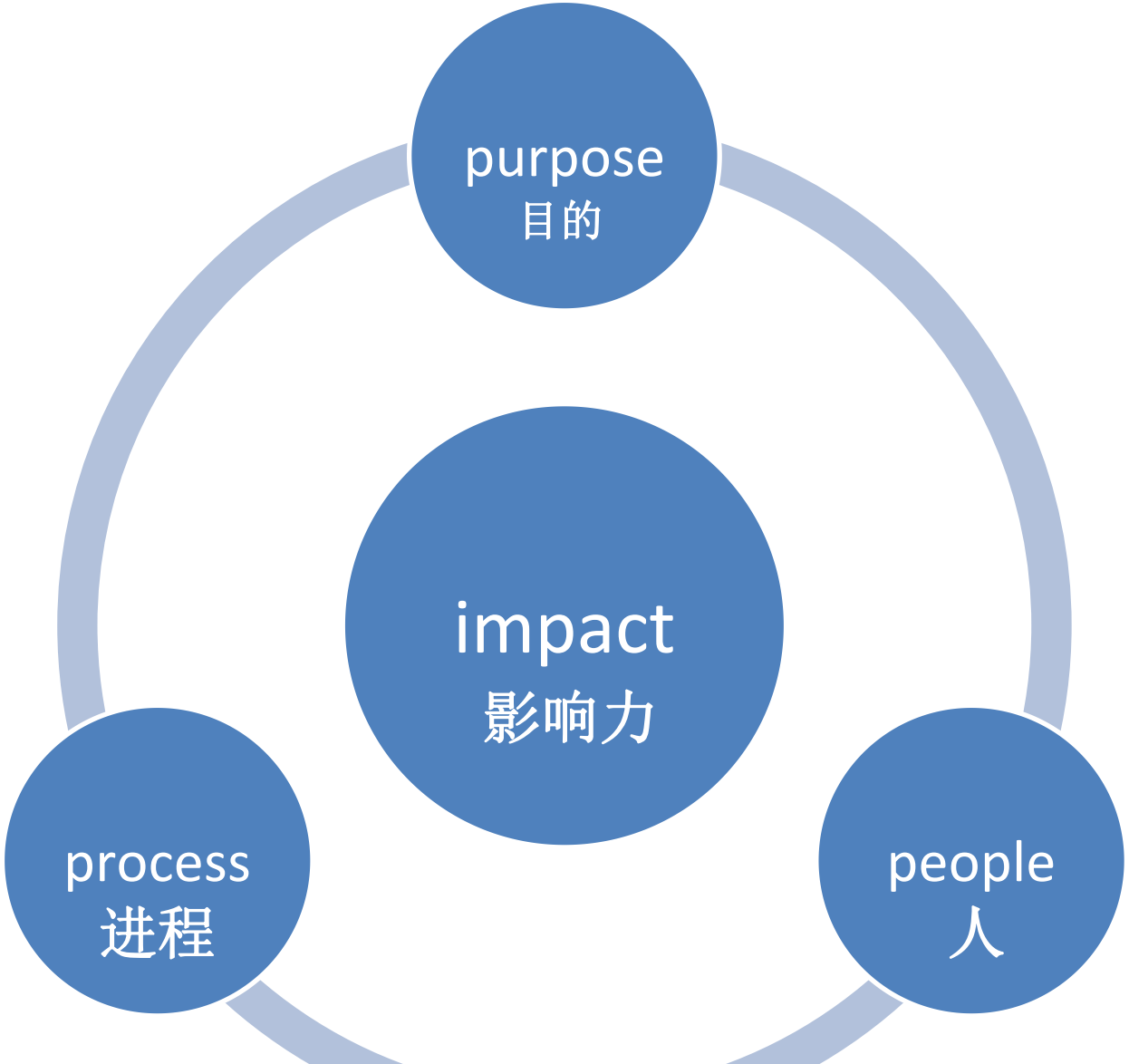
Are any of the motivations UK scientists have relevant to you and your work? 英国科学家的动力是否和您与您的工作相关？

Public Engagement in China
中国公众参与

Are there other motivations to engage that are relevant to you and your work?

您是否另外写和公众接触的动力？

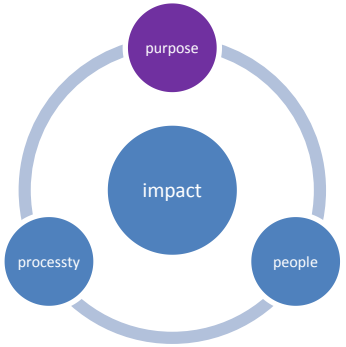
Developing your approach
开发您的方法



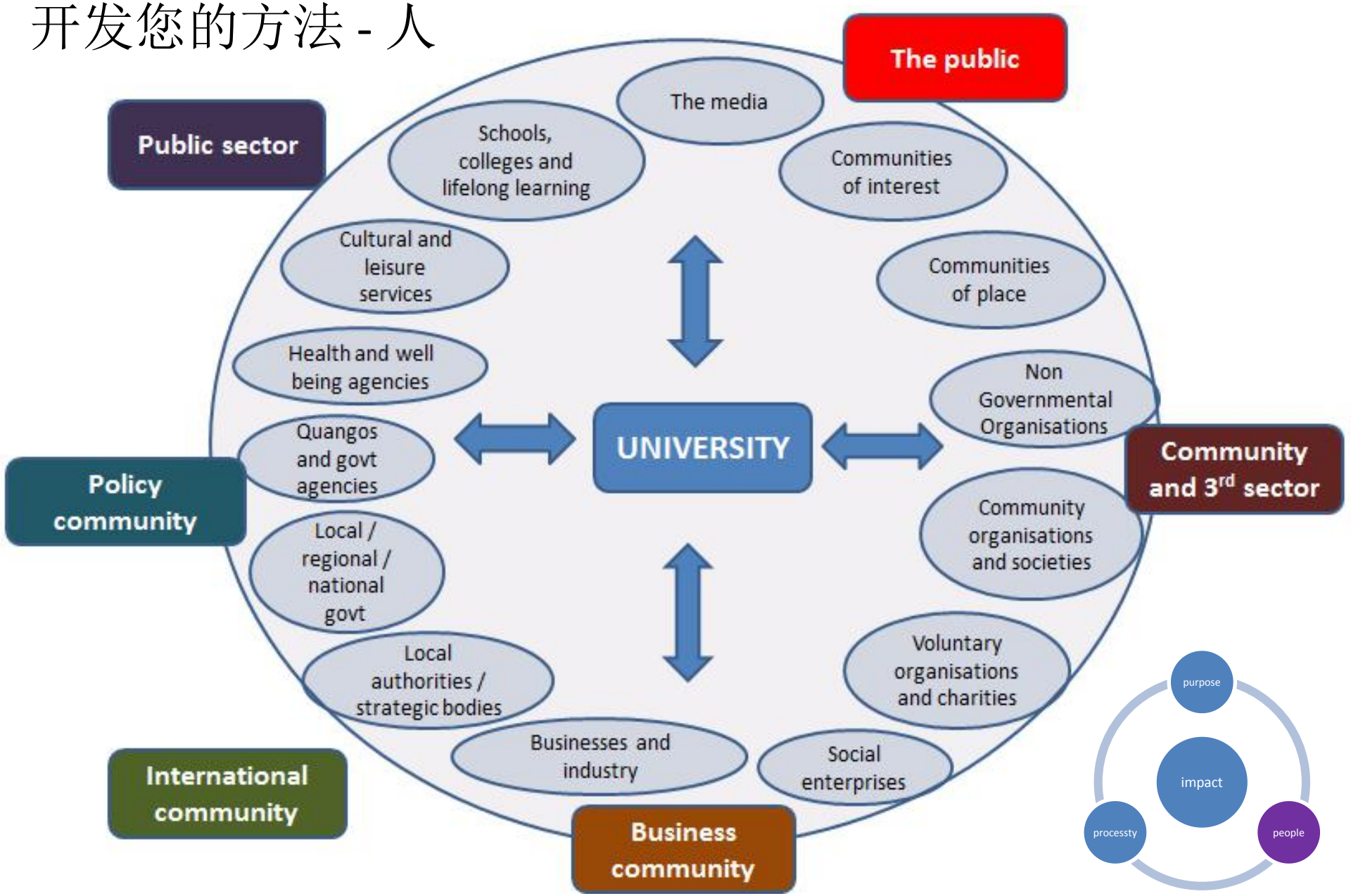
Developing your approach: Purpose
开发您的方法：目的

Responding (to societal needs / requests)
Sharing what we do (inspiring, informing)
Creating knowledge together / Doing research together (collaborating, innovating)
Applying knowledge together (collaborating, innovating)
Learning from others (consulting)
Changing attitudes / behaviour

Duncan, S. and Manners, P. (in publication) An Engagement Typology



Developing your approach – people
开发您的方法 - 人



Ipsos MORI
Social Research Institute

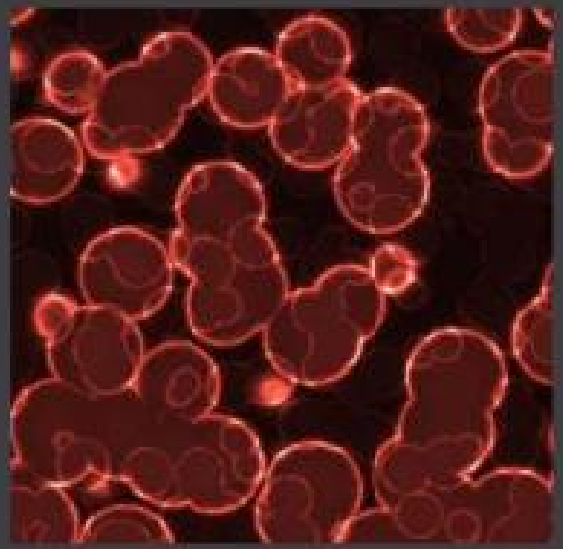
在2014公众对科学的看法

March 2014

Public Attitudes to Science 2014

Main Report

Sarah Castell, Anne Charlton, Michael Clemence, Nick Pettigrew,
Sarah Pope, Anna Quigley, Jayesh Navin Shah and Tim Silman



Confident Engagers 自信的沟通者

CONFIDENT ENGAGERS	DISTRUSTFUL ENGAGERS	LATE ADOPTERS	CONCERNED	DISENGAGED SCEPTICS	INDIFFERENT

Most engaged — Least engaged

- **One in seven** (14%) of the population
- Tend to be **between 35-54** and **affluent (ABC1s)**

Characteristics

- Already **highly engaged**, with strongly positive attitudes towards science and scientists
- Keen for Government to put **expert advice and evidence** above public and media opinion when it comes to science
- Concerns about how the **media sensationalises science**

Implications

- Already feel **sufficiently engaged and informed**
- May want to know more about **how policymakers incorporate scientific advice** into policy and **efforts to improve science reporting in the media**

Distrustful Engagers 质疑类沟通者

CONFIDENT ENGAGERS	DISTRUSTFUL ENGAGERS	LATE ADOPTERS	CONCERNED	DISENGAGED SCEPTICS	INDIFFERENT

Most engaged — Least engaged

- Around **one in eight** (13%) of the population
- Tend to be **men aged 55+** and **affluent (ABC1s)**

Characteristics

- Again, **highly engaged and feel informed** about science
- **Less trusting** of those that work in science, and **less confident** in the Government's ability to regulate them
- Interested in becoming **more involved** in public consultation and think the **public should play a larger role** in science decisions

Implications

- Think of scientists as introverts, working behind closed doors, so **the extent to which scientists collaborate** and work in teams may surprise them
- Make aware of the **extent to which the public is already involved** in decision-making on science, and **opportunities to get involved themselves**

Late Adopters 后觉后知者

CONFIDENT ENGAGERS	DISTRUSTFUL ENGAGERS	LATE ADOPTERS	CONCERNED	DISENGAGED SCEPTICS	INDIFFERENT

Most engaged — Least engaged

- Around **one in five** (18%) of the population
- Tend to be **women aged 16-34**

Characteristics

- Did **not enjoy** science at school
- But now take a strong interest in science, and **interested in becoming more involved** in decision-making
- Strong **environmental and ethical concerns**, so climate change, GM crops and vivisection are contentious issues

Implications

- Engage more strongly with science when not treated as an isolated subject, but instead **relates back to their daily lives and interests**
- Want to **hear scientists discuss the social and ethical implications** of their research more

The Concerned 焦虑者

CONFIDENT ENGAGERS	DISTRUSTFUL ENGAGERS	LATE ADOPTERS	CONCERNED	DISENGAGED SCEPTICS	INDIFFERENT

Most engaged — Least engaged

- Around **one in four** (23%) of the population
- Tend to be **women aged 16-24**, **less affluent (C2DEs)** and from **BME communities**

Characteristics

- **Religion** tends to play more important role in their lives
- Have strong views on the **limitations of science** and **less convinced about the economic benefits** of investing in it
- Reservations about the **intentions of scientists** and whether the Government can control them

Implications

- Want to **hear more about the intentions of scientists,** especially those working in controversial areas such as stem cell research or synthetic biology
- Want to know **how individual scientists and scientific professional bodies**, as well as Government, are responding to the public's concerns

Disengaged Sceptics 不沟通的怀疑论者

CONFIDENT ENGAGERS	DISTRUSTFUL ENGAGERS	LATE ADOPTERS	CONCERNED	DISENGAGED SCEPTICS	INDIFFERENT

Most engaged — Least engaged

- Around **one in eight** (13%) of the population
- Tend to be **women** and **less affluent (C2DEs)** with **fewer qualifications**

Characteristics

- Again, **put off science at school** and today find it **overwhelming**
- Do not trust scientists to self-regulate, so have **conservative attitudes towards science regulation**
- **Don't want personal involvement,** but **want to know the Government is listening** to the general public on science

Implications

- Less likely to ever be interested in science, so **more challenging** for engagement
- But may engage more strongly if **shown that science is already a big part** of their everyday lives

The Indifferent 无兴趣者

CONFIDENT ENGAGERS	DISTRUSTFUL ENGAGERS	LATE ADOPTERS	CONCERNED	DISENGAGED SCEPTICS	INDIFFERENT

Most engaged — Least engaged

- **One in five** (20%) of the population
- Tend to be **retired older people**, often **less affluent (C2DEs)**

Characteristics

- Do **not feel informed** about science, but **not especially interested or concerned** either
- More generally, tend **not to be interested in new challenges or learning new skills**
- Think science is something that **other people do**

Implications

- Again, **more challenging** given that many **do not want involvement**
- A need to **demystify science** among this cluster, explaining that it can be simple, and that anyone can do science

Confident Engagers 自信的沟通者 一般会对科学的各个方面持最乐观的态度

Distrustful Engagers 质疑类沟通者 一般会对科学有极高的兴趣但会比较不相信科研工作者

Late Adopters 后觉后知者 一般在上学期间对理科没有兴趣，但成年后逐渐对科学感兴趣，并且现在想对科研决策有影响

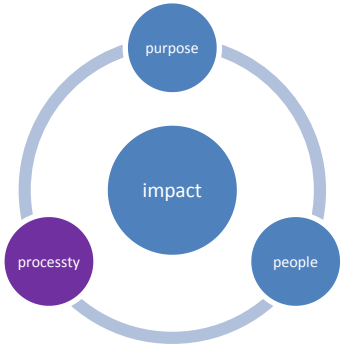
The Concerned 焦虑者 一般从宗教和精神方面看待人生，也因此对科学的局限性更敏感

The Indifferent 无兴趣者 一般年岁比较大，往往是退休人员。他们倒不是对科学有负面或担忧的看法，而是觉得科学跟他们这类人没什么关系

Disengaged Sceptics 不沟通的怀疑论者 一般在学校期间觉得理科很难并且至今不认为自己被告知其进展。

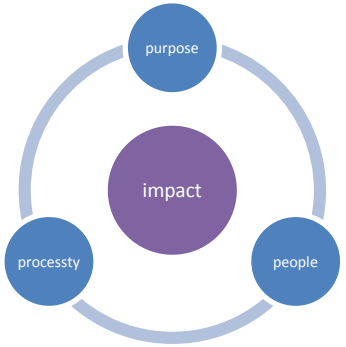
Designing your approach - process
开发您的方法：进程

- One off intervention? 一次性的介入？
- Long term partnership approach? 长期合作方法？
- Publications 出版物
- Events 活动
- Consultations 咨询会
- Community activities 社群活动
- Training培训
- Co-production 联合生产
- Citizen Science 公民科学
- Art – science collaborations 艺术 - 科学合作



Designing your approach - impact
开发您的方法：影响力

- How do you ensure the work you do is effective 怎么保证您工作是有效的
- Use evaluation 使用评价
  - to inform the development of your approach
  - 帮助您方法的开发
  - to find out whether it has led to the desired outcomes
  - 找出它是否导致了预期的结果
  - to measure impact
  - 估量影响



Developing your approach
开发您的方法

Developing your approach – working with partners
开发您的方法：您的合作

- **Invite involvement at the start** 从一开始鼓励参与
- **Develop a clear joint vision (including mutually beneficial outputs and outcomes)** 发展清楚联合的愿景（包括，双益的输出和结果）
- **Establish leadership, roles and responsibilities** 建立领导力，角色和责任
- **Communicate often and well (and mind the language gap)** 建立经常性高质量的沟通（注意语言差异）
- **Plan, plan, plan and plan again** 计划，计划，再次计划
- **Respect and value different perspectives and expertise** 尊重以及重视不同的观点和专长
- **Get to know each others ways of working** 了解彼此的工作方式

Questions and comments 问题和注释

Thank you 谢谢