

Please provide us with a summary of your PEARL Grant project, how it went and what the impact was using the framework below as well as adding / attaching any additional information or outputs you feel relevant.

<b>Activity Title:</b>	<b>Research Garden</b>
<b>Grant-holder name:</b>	<b>Caroline Riley &amp; Jordan Watson</b>

- 1) Please provide a summary describing the final project as it was delivered. Include details of when and where the activity took place, and any changes made to the original proposal alongside why these took place.

The Research Garden took place at the 2018 Lincolnshire Show on the 20<sup>th</sup> & 21<sup>st</sup> June, which is held at the Lincolnshire Showground. It featured in the University of Lincoln Educational stand alongside other stands displaying university information and research.

The aim of the project was to inform and engage the public with Postgraduate Research taking place at the university. We recruited 9 PGR students to deliver a talk (at the show) as well as use interactive activities to demonstrate their research. It would also be used as an opportunity to gather any new research data and network with the local community. When we arrived to set up the in the UoL stand it became apparent that our original format of presentations was not going to be possible due to the logistics of the marquee and the space we had to display the Garden, so we had to revise how the PGR students would interact with the public. Once the show started and the public started to enter into the tent we realised that the sheer numbers of public you had to engage simultaneously would also impact how the PGR students presented or demonstrated.

We adopted the approach of directing the public towards the PGR students, who then encourage interaction with the activities and talked about their research and its impact. This did present challenges for the PGR students who had never been in this position before and were accustomed to more formal presentation formats (conferences, seminars, etc.), so they were initially apprehensive as to how they would talk about their research. As the day progressed and the PGR students were exposed more to this particular style of interaction, they have fed back that they found it to be rewarding and allowed them to talk in a greater depth. Seeing the children and parents/ teachers excited about their research was a great motivation for them. For one PGR student, this one-on-one approach also allowed for further discussion around how the research could be taken into the schools to broaden the knowledge and also expand the research.

From a Research Garden perspective, the activities we delivered over the two days far exceeded our expectations. We discovered that the children we engaged with preferred the activities to be quick in their nature with an instant impact, and they liked to see how our information related to them directly. With this in mind, we would certainly review the activities before delivering the Research Garden again to ensure that we cater more for this and have further age appropriate activities. Quizzes addressed this need very well and, having conducted the event, in the future we would include a quiz that relates to the attending PGR students' research to ensure the public engage directly with them, and also include a prize/reward to incentivise taking the quiz.

- 2) Assess the outcomes of the activity and its impact on people who engaged with it. Please include details of;
- What was successful?
  - What did not go so well?
  - What would you do differently next time?
  - What was the impact? Please include a summary of how many people have engaged with the activity (face-face, online, via social media etc.). Include any qualitative or quantitative evaluation data and comments.

Overall, we view the event as very successful as feedback from students who participated, the lead officer from CDM, and other staff within the marquee was extremely positive as to the level in which this sort of activity engaged with the public

We did have challenges on the day, such as the marquee logistics and the presentation style of the Research Garden, but they did not restrict us from delivering our initial project, we just had to adjust to the circumstances we were in and adopt a different approach. One of the other challenges we encountered was the lack of internet which restricted us from conducting online feedback. We feel that this did impact on the amount of feedback we could have collected from the public as online feedback is much more intuitive and efficient. One of the PGR students had also created an online quiz for the public which she was unable to use.

We have reviewed the event and some changes would be implemented for the next event:

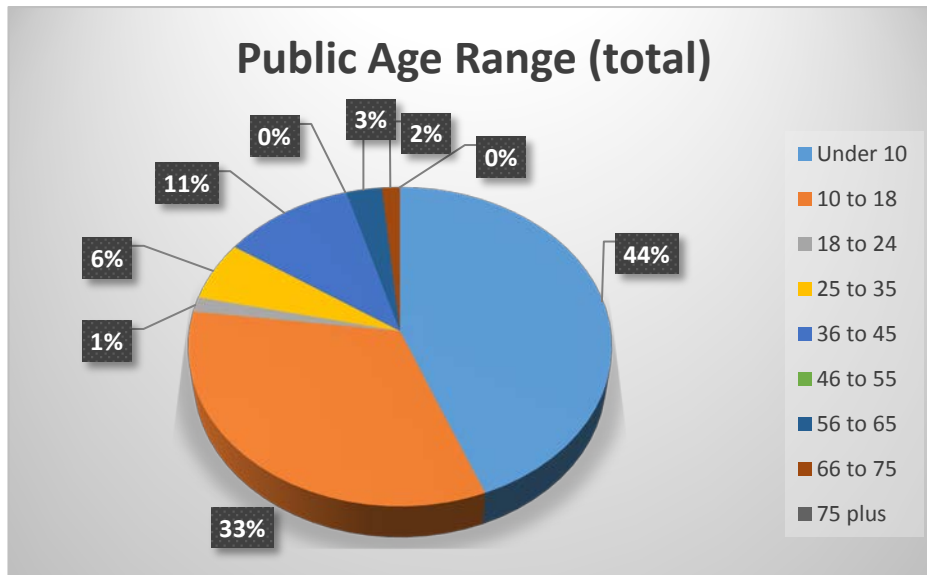
- Research Garden activities are quick, impactful and show how they relate to the audience
- Activities are appropriate for all ages
- PGR students are briefed on the way in which they will have to engage
- PGR students to use activities and not posters
- The University Schools are added to the display, so we can show the public just how much is within a college rather than just group together as Arts, Science etc. We discovered throughout the day that as we explained that there was a “school of.....” at Lincoln, people were able to understand the huge range of subjects available and how and where their “research interest” would fit.

## Evaluation

During the two days we asked members of the public to complete an evaluation form regarding the Research Garden. They were asked to answer 4 questions, we also recorded demographic data by asking their gender, age range and place the lived.

Total Forms Completed	66	
Male	26	39%
Female	40	61%

Below is a graph showing a breakdown of public age range, this enables us to see the main audience we engaged at this event. Which would allow us to tailor activities accordingly if we were repeat the Garden in 2019.



## Age Range: By Gender

The tables below show a breakdown of public age range by gender.

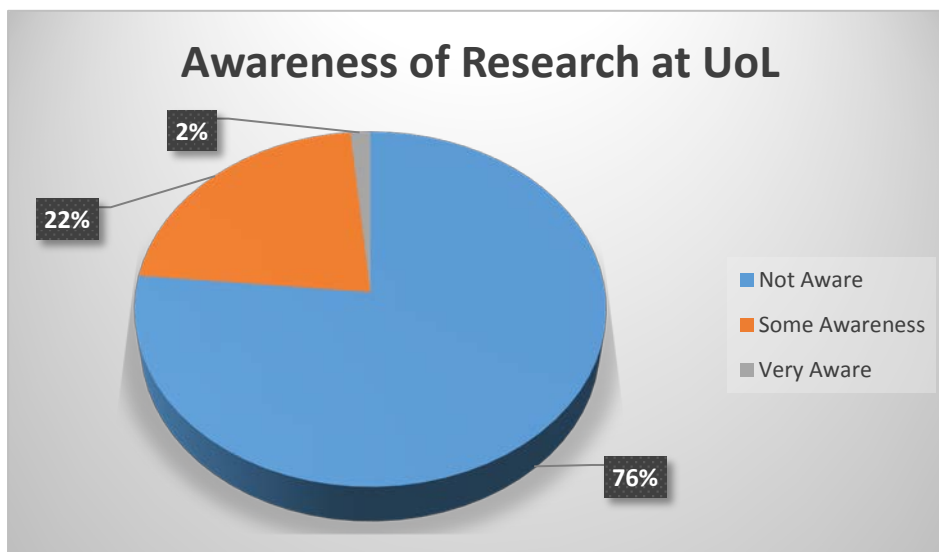
Male Age Range	Percentage	Female Age Range	Percentage
Under 10	46%	Under 10	42.50%
10 to 18	35%	10 to 18	32.50%
18 to 24	0%	18 to 24	2.50%
25 to 35	8%	25 to 35	5%
36 to 45	11%	36 to 45	10%
46 to 55	0%	46 to 55	0%
56 to 65	0%	56 to 65	5%
66 to 75	0%	66 to 75	2.50%
75 plus	0%	75 plus	0%

From the data collected 100% of the members of public visiting the show lived in Lincolnshire, they varied from Lincoln, Grimsby, Louth and Scunthorpe. Given the nature of the event we featured in this was to be expected.

## Questions

Please see below for the findings of the 4 questions asked on the evaluation form.

**Before visiting the Research Garden, how aware were you of research at the University of Lincoln?**

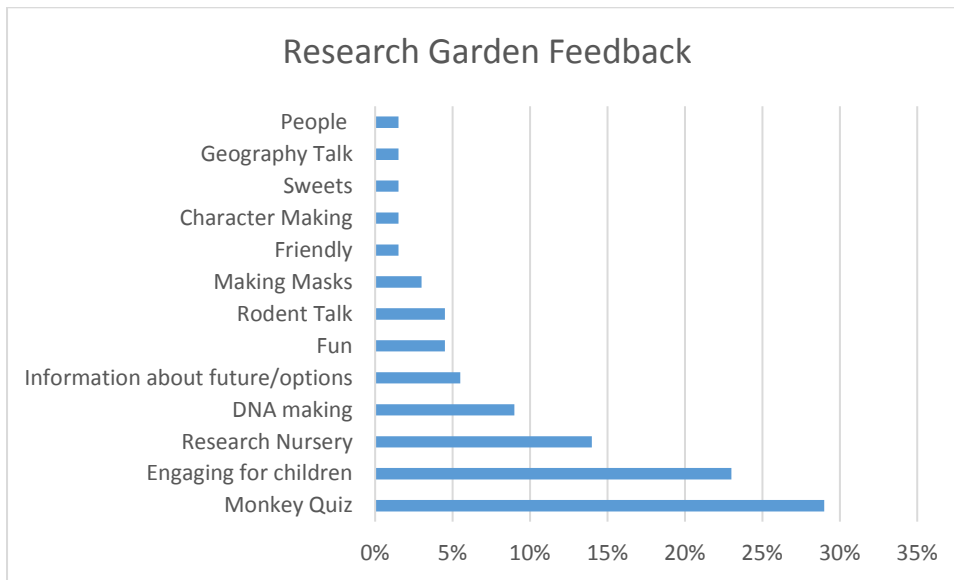


**Has visiting The Research Garden increased your awareness of the range of research at the University of Lincoln?**

Increased Awareness	Percentage
Yes	100%
No	0
Comments If No	0

100% of public who engaged with the Research Garden stated this increased their awareness of research taking place at the university. When questioned even those who has some awareness or were very aware, stated the visit had increased their knowledge in the discipline areas and the range research currently taking place.

## What did you like most about The Research Garden?

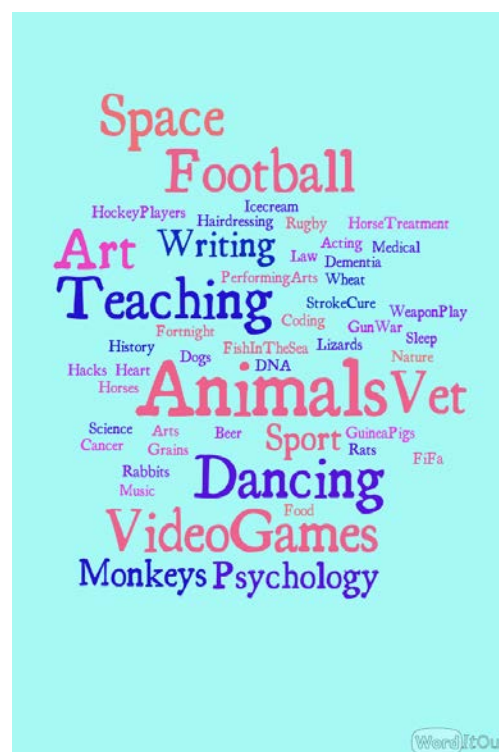


The above findings have enabled us to look at the activities we used at this event and adjust accordingly for the next one. Taking into account this and the logistics of the show, we have already looked at activities that have impact but are not lengthy in their completion.

## If you were a researcher at the University, what would you like to conduct your research on?

The responses to this covered all disciplinary areas of research. We have created a word cloud of the answers and also placed the future researcher within their potential schools. This data could have an influence on the type of activity the university should be marketed at public engagement events going forward. It will have a direct impact on the type of information and activities we will use at future events. It would be interesting to compare these findings with an audience of older children from 10 – 18 and see if there are any changes.

UoL School	Total
School of Life Sciences	18
School of Fine & Performing Arts	10
School of Computer Science	8
School of Sport & Exercise Science	7
School of Health & Social Care	6
School of Psychology	3
School of Education	3
NCFM	3
School of Film & Media	2
School of English & Journalism	2
School of Engineering	2
Law School	1
School of History & Heritage	1



## Online Event Services and Support

This included:

- Onsite media to capture photos and videos of the event. Live social media interactions
- Twitter hashtag **#ResearchGarden**
- Doctoral School Twitter Account:
  - Total hashtag reach is 29,106, totalling hashtag impressions of 98,569
  - Total engagements 617
  - Total likes 84
  - Total retweets 56
- PGR Student engagement: (this is based on the use of the hashtag only)
  - Total engagements 85
  - Total likes 59
  - Total retweets 24
- Doctoral School Facebook Account: (was not used on event days)
  - Total reach is 947
  - Total engagement 14 (includes clicks, comments, shares)

- 3) How has your public engagement activity had an impact on research? This could include new data, new questions generated by the public, how the engagement has changed or shaped your research etc.

One of the postgraduate research students, who attend both days of the event, collected data for her own research on Dyslexia by creating her own flowers for the public to write down what Dyslexia meant to them. After conversations with teachers at the event, she has also been invited to a school who visited the Lincolnshire show to talk to other teachers, parents and children; all of which will feed directly into her research findings and thesis.

“For me the event was definitely worth participating in. I am only in the first year of my PhD, so I didn’t have that much in terms of presenting results, or any artefacts that I get people to engage in, but I still benefitted greatly from the event. From talking to visitors, it was clear that students, parents/guardians were unsure of what dyslexia was, which gives me a very solid motivation for researching into interventions to support students with dyslexia in school. It was exciting to see children interested in learning about dyslexia and to learn that lots of famous people with dyslexia could achieve great things despite having a learning disability.”

**Lisa Jacobs, PhD Student, School of Computer Science**

Although the Doctoral School does not conduct research itself, being part of this project has prompted us to review the events we facilitate for research students and look at the public engagement opportunities to maximise their impact.

- 4) Are you hoping to repeat, continue or carry out further activity following on from your PEARL grant? If so, please provide details.

We have submitted 3 images to the NCCPE Images of Engagement Competition under all 3 categories of

- 1) Culture – titled: Time to Grow
- 2) People – titled: Budding Researchers
- 3) Engagement – titled: Bloomin’ Research!

We also submitted poster abstracts to the NCCPE Annual Conference (November 2018) and the VITAE annual conference (September 2018). These will both focus on the Research Garden Project as a public engagement tool.

We have been accepted to present at the Vitae conference in September, and are still waiting for confirmation from NCCPE (due August 2018)

The Research Garden project is also going to feature at the LIGHTS event in June 2019 and has been requested to return to feature in the University of Lincoln Educational stand at the 2019 Lincolnshire Show (June 19<sup>th</sup> & 20<sup>th</sup>)

- 5) Please describe any outputs from your project you could provide to support future PEARL and public engagement activities at the University such as;
- Photographs / films
  - Evaluation data
  - Methodologies
  - Contacts

We have a 100+ photographs taken during the two days we displayed at the show. These cover the stand, activities on the day, and the public who visited the stand. We are able to attend PE events with the Research Garden as it can be tailored to the audience and covers the length and breadth of research taking place at the University.

During the 2 days we asked the public to complete a feedback form, we have all of the data for this covering 4 specific questions (see previous question) and demographic data of those we engaged with.

We also have feedback from the postgraduate research students who took part in the event, covering their thoughts on being part of the project, challenges they faced and benefits of participating. We will use these when we recruit for the Research Garden in 2019.

We also have the data from the Research Nursery, where we asked children to “plant the seed” of their future research and write on a budding flower what they would like to research when they go to university. These have been sorted into “disciplines/schools” to show the areas children are interested in and can be used for future public engagement events (not just our own but those conducted by the University of Lincoln) to ensure we have these areas featured where they would naturally engage. This was something else we noticed while at the University of Lincoln Educational stand. We had a high percentage of students stating the “Arts” as something they were passionate about - from drama, writing, acting, drawing and film & media - but we did not on this occasion have anything to represent the College of Arts within our marquee. This meant we were unable to send the public over to that stand for more information or to engage them further.

- 6) Are there any further comments, ideas, suggestions or other you would like to share?

We would like to thank you for the opportunity to be involved in the PEARL grant scheme. It has enabled us to not only engage with the public and inspire the researchers of our future, but to become inspired ourselves to develop this further and incorporate public engagement into the everyday functions of our postgraduate research events. The developmental aspect of being part of this scheme for the Postgraduate Research Students has far exceeded our expectations and we are already seeing this reflect in the other activities/events we host.

Lastly, it was most inspiring to see the tangible research aspirations of the children at the event, allowing us to encourage University as a comprehensible future route for them, and this was all thanks to the PEARL grant.