

# FUTURES: European Researchers' Night 2018

## Work Package 3: Impact Assessment report

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This report explores the impact of FUTURES 2018 in Bristol and Bath. The evaluation shows that the activities were successful in achieving the aims set out in the proposal, with the events enjoyed by participants and researchers alike. The impact assessment also raises several useful recommendations to take forward into planning 2019's events.

### **Management of Impact Assessment**

The Impact Assessment for FUTURES European Researchers' Night 2018 was coordinated by an Evaluation Assistant appointed by the University of Bath (UoBa) and supported by the Evaluation Officer in the University of Bristol's (UoB) Public Engagement team.

### **Impact Assessment Methodology**

A mixed-methods approach to impact assessment was used, with an emphasis on tools that do not detract from participants' enjoyment of the experience. Where possible data was collected as part of the activity e.g. through event registration, social media analysis etc.

The following evaluation tools were deployed:

- Stickers to count participants at drop-in settings such as the *Research Fair*
- Participant Observation to assess the numbers/demographics of people attending, quality of interactions and topics of discussions
- Snapshot Interviews to gain insight into visitor experiences and key learning outcomes
- Opinion Trees to hang Polaroid instant photographs of visitors with a write on/wipe off board to capture thoughts and responses. Tags were used instead of Polaroids at the *Schools Research Fair* to avoid any issues with photo consent.
- Post-event Online Surveys to gather feedback from the public and researchers
- Focus Groups with researchers to further probe their experiences of participating in ERN and identify key improvements
- Feedback from partner organisations
- Social Media Analysis to explore visitor experiences and understanding of European research

Evaluation tool templates and survey questions are included in Appendix 2 with the numbers of responses for each of the evaluation methods listed in Appendix 3. The overall response rate from the combined methods was 15%.



of attendees across different socioeconomic areas (according to the [English indices of deprivation 2015](#)). This was partly due to community level marketing through local Facebook groups and posters as well as specific efforts to target deprived communities.

| Decile | Decile Description | Number | Percentage |
|--------|--------------------|--------|------------|
| 1      | 10% most deprived  | 71     | 11.62%     |
| 2      | 10%-20%            | 15     | 2.45%      |
| 3      | 20%-30%            | 62     | 10.15%     |
| 4      | 30%-40%            | 43     | 7.04%      |
| 5      | 40%-50%            | 66     | 10.80%     |
| 6      | 50%-60%            | 52     | 8.51%      |
| 7      | 60%-70%            | 69     | 11.29%     |
| 8      | 70%-80%            | 76     | 12.44%     |
| 9      | 80%-90%            | 77     | 12.60%     |
| 10     | 10% least deprived | 80     | 13.09%     |

Figure 2. Table of attendee distribution by indices of multiple deprivation

Most attendees in the “10% most deprived” decile attended due to efforts to make the event accessible by providing free transport. One such offer was made via a collaboration with a community centre, the Barton Hill Settlement. This allowed 53 young people from a Somali Girls Group in Barton Hill (an area of the wider Lawrence Hill ward, one of the most deprived areas of Bristol) to attend the *Research Fair*. Many of the girls had never visited this venue before. Building connections with community members in Barton Hill and providing inspiring experiences for them was a key aim of FUTURES. The take up of the free transport and the positive feedback shows that this was successful and this model will be expanded next year to other community groups.

*“My group enjoyed [it] the most, they love We The Curious, some of the parents mentioned that they will take their children back again. It's wonderful place to be. Thank you so much for a wonderful opportunity”* (Community group leader, Somali Girls Group)

There was similar success in targeting schools for the *Research Fair* from areas of Bristol that are not normally able to engage with these activities. Again, free transport was a key part of the offer to schools to make this more accessible. A third of the schools attending were from areas in the top 10% most deprived decile. The remaining schools were mostly in the middle 30-60% most deprived deciles, with just one school representing the least deprived decile. This targeted approach contributed to the aim of FUTURES to raise aspirations of young people, particularly those who do not normally get to meet researchers.



Figure 3. Polaroid photo of members of the Somali Girls Group from Opinion Tree © Public Engagement, University of Bristol

A particular focus was placed on challenging stereotypes of science and research and raising aspirations of girls. The Eventbrite data sample found 71% of attendees booking online were female and observation data tended to show an average ratio of 60:40 female:male. This is very pleasing particularly as some events were specifically targeted to reach and inspire women such as *Up Late - Women in Creativity*.



Figure 4: Attendees at *Up Late – Women in Creativity* © Anna Barclay

The data sample showed that the majority of attendees (73.2%) were over 25. The 16-25 age group has been identified as a target demographic for next year's events, with tailored marketing planned around key events (e.g. *Visions of Science* in Bath and the *Research Fair* in Bristol).

### Age Range of Attendee (Eventbrite Data)

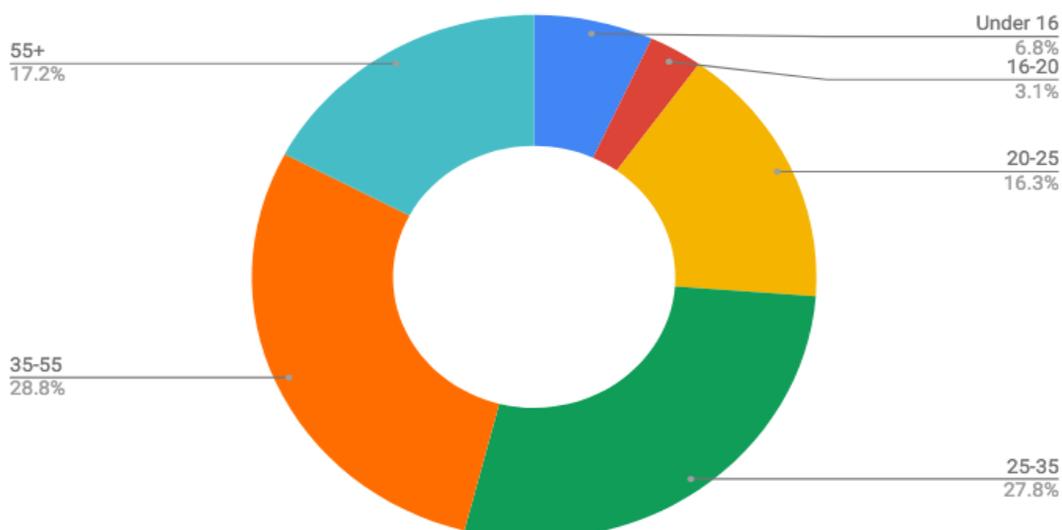


Figure 5. Pie chart showing age distribution amongst attendees booking through Eventbrite<sup>1</sup>

Observations showed that events such as *Researchers on a Train* and *Tea with a Researcher* were successful in engaging “non-traditional” audiences, such as older people who have fewer opportunities to engage with research. Innovative models of engagement and training enabled researchers to make their research more accessible and have a two-way conversation. The range of events at high-profile cultural venues as well as smaller community spaces across Bristol and Bath was integral to reaching a diversity of audiences. Observational data and survey feedback indicated the mix of locations, venues and activities worked well and should be continued for 2019. Staff at We The Curious also noted the diversity *Research Fair* attendees.

*“The most diverse mix of people, ages & backgrounds & groups, ever to attend an evening event at We The Curious - all with very different reasons for attending. An exciting mix of people - toddlers to older people and all ages in between”* (Live Science Content Manager, We The Curious)

## 2. Has Researchers’ night raised awareness of EU research and researchers?

All events were clearly branded as “European Researchers’ Night” to ensure attendees were aware that activities and some research featured were European Commission funded. The EU Corner at the *Research Fair* proved to be popular, as the interactive experiments delivered by Marie Skłodowska-Curie Fellows (MSCA Fellows) were mentioned several times in the opinion tree. Observations and snapshot interviews at the EU Corner found that participants were very engaged with the activities and several conversations arose regarding the European aspects of the MSCA Fellows’ research.

A significant proportion of researchers participating in the Night’s activities were MSCA fellows or European Commission grant-holders, demonstrating the diversity of European Commission funded research taking place locally. Attendees were clearly pleased to meet researchers from across the EU and internationally who are contributing to cutting edge research in the South West region.

*“I really enjoyed speaking to the primary school children about the languages they knew – their energy was infectious. Hopefully they reflected a little bit on linguistic and cultural diversity.”* (MSCA Fellow, Research Fair)

<sup>1</sup> 14 FUTURES events were available to book on Eventbrite



Figure 6. The floor world map (EU Corner) © Bhagesh Sachania Photography

Data from visitor surveys found that one in ten respondents felt that a greater understanding of European aspects of research was one of the most important things they had gained from FUTURES. In feedback from teachers, 70% felt the events had raised students' awareness of European research. They were grateful and enthusiastic about the event's connection to the EU:

*"Great to see all this amazing research funded by the EU"* (Teacher, Research Fair)

### **3. How do Bristol and Bath residents feel about EU research and researchers having taken part in Researchers' Night?**

Data from visitor surveys, snapshot interviews, the opinion tree, and social media analysis demonstrated that local residents were very happy with the range of European research they discovered at FUTURES. The public survey revealed that 96.2% of respondents felt that European research and researchers were 'Very Important' (83%) or 'Quite Important' (13.2%) to Bristol and Bath, showing that the public value the contribution of European research to the local community.

*"Very engaging team of researchers and intriguing activities to stimulate thought about the nature of research and break down some of its forbidding, "authoritative" image"* (Attendee, Inventions and Imaginings)

*"[What made you go WOW?] Young enthusiastic researchers who are willing to give their time for the good of society"* (Attendee, Research Fair)



Figure 7. MSCA Fellows in EU Corner © Bhagesh Sachania Photography

Observations, snapshot interviews and public survey feedback showed that many visitors valued their direct interactions with researchers above all else. Many respondents to the public survey noted that the opportunity to have in-depth discussions with researchers was their favourite part of the event. Teachers also commented how they and their students had benefited from this interaction with researchers, making contacts and getting ideas for follow up activities.

Observations from *Researchers on Loan*, *Tea with a Researcher* and *Researchers on a Train* showed that participants enjoyed their engagements with researchers. Some exchanged contact details to organise further talks or activities with their community groups. The interactions at these activities tended to be longer and more personal, providing the space for two-way dialogues. For Year 2, the programme will continue to offer a range of activities that provide both in-depth engagement and opportunities to meet a wide variety of researchers.



Figure 8. Tea with a Researcher © Bhagesh Sachania Photography

#### **4. Has Researchers' Night increased (or reinforced) awareness of research careers?**

Observations showed that research careers were one of the most popular conversation topics. Many participants enjoyed finding out how researchers chose their career paths and learn more about their life in research. Public survey results showed that just over two thirds of the respondents would consider a career in research for themselves or recommend it to a friend or family member.

Marketing for schools attending the *Research Fair* focused on how FUTURES provided young people with the opportunity to learn more about research careers (particularly STEM) and raise aspirations. For secondary schools, many teachers wanted students to be better informed ahead of choosing their GCSE exam subjects. Evaluation aimed at school students included sticker vote boards and an opinion tree. Post-event feedback from teachers also captured their reflections and what they felt their students had gained from the event. All teachers felt the events had raised their students' awareness of research careers, with 60% of teachers reporting it had raised it a lot, and 40% a little. Teachers also reported 'raising aspirations' as one of the key benefits to their pupils and that pupils talking to researchers was a key positive of the event.

The sticker boards and opinion tree had a response rate of 9%, 8% and 8.3% respectively. From these results 71% of respondents thought a career in research would be 'very interesting' with the remainder thinking it would still be 'quite interesting'. When asked if they thought they could be a good researcher one day, 78% thought they 'definitely' or 'possibly' could. Additionally, whilst many

opinion tree responses involved students describing something new they had learned, one student's favourite discovery was their revelation about research careers:

*“When we were at the helicopter workshop I found out it is very simple to be an engineer this is also same for the robotics” (School pupil, Research Fair)*



Figure 9. Evaluation sticker boards at the Research Fair © Public Engagement, University of Bristol

##### 5. Did the Researchers' Night activities meet the needs of Bath and Bristol residents?

The combination of feedback methods enabled an all-round assessment of whether the events had met the needs of attendees including accessibility and whether events were relevant, enjoyable and stimulating. No issues with physical accessibility materialised and as noted previously, the fact that all events were free of charge was very important. The range of FUTURES events ensured that different people could discover something relevant to them, whether that stemmed from an existing interest or something more personal.

*“My son has been [to events like this] before and he always loves them. I think it makes all the fancy sciencey stuff seem real and possible to him” (Attendee, Research Fair)*

*“The exhibition about same sex marriage was very moving and seeing it has definitely had an impact on my life as an LGBT+ person” (Attendee, Up Late - Women & Creativity)*



Figure 11: Attendees taking part in creative activities at Up Late – Women & Creativity © Anna Barclay

The online public survey showed that 98.1% of respondents found the events enjoyable, with 81.1% describing them as ‘Very Enjoyable’. Respondents also found the research topics interesting, with 60.4% reporting all topics being of interest and 37.7% reporting that some were interesting. These results suggest the events were culturally and intellectually stimulating and overall attendees had a positive experience. When given a choice of words to describe the events, the overwhelming majority of responses were positive, with the most common responses being ‘Interesting’, ‘Relaxed’ or ‘Inspiring’ (chosen by over half of respondents). Only two respondents chose a negative word. The ‘Other’ responses were also positive, including ‘Fun(ny)’, ‘Family-friendly’, and ‘Clear and Concise’.

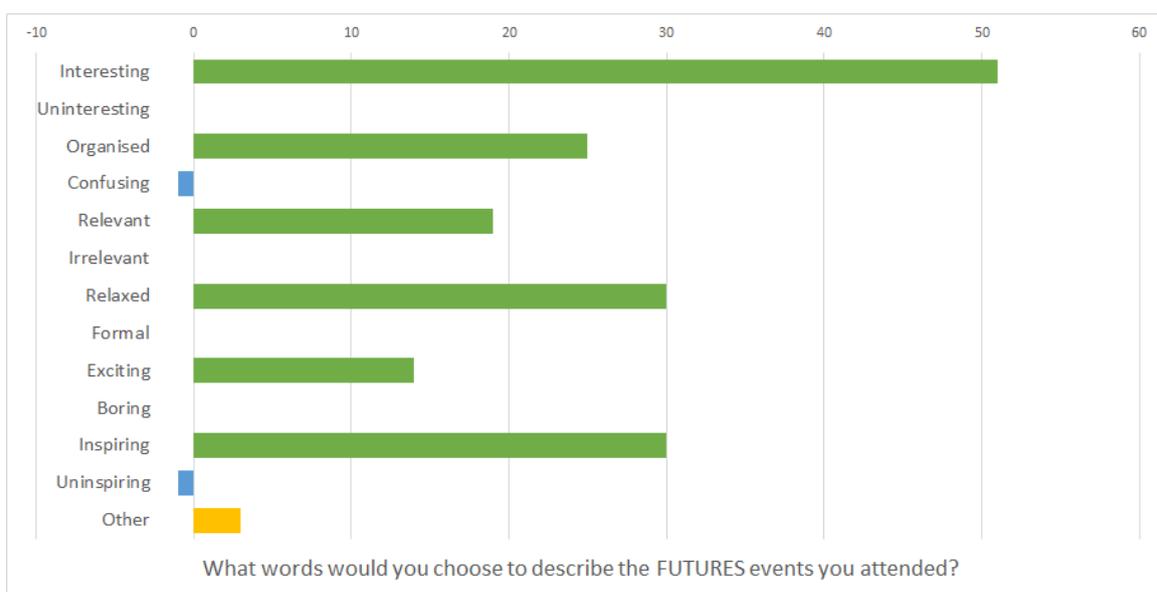


Figure 12. Image of words describing FUTURES events in public survey

Further comments were very positive, with many respondents already excited and looking forward to the 2019 events and wishing for more beyond that, with the enthusiasm of researchers and the free/accessible nature of events mentioned regularly. Many respondents felt the well organised nature of the events was also important:

*“I was immensely impressed that so many current researchers were drawn together and that all the different talks ran to such a tight schedule. I was amazed to learn that a significant number of school children visit[ed] during the day as well as the evening events! Bravo!”* (Attendee, Public Talks)

Data from observations and snapshot interviews also support this data with high levels of engagement and positive feedback across the events. Many attendees noted that they left having learnt something new:

*“Wow! All things we never even knew or considered, leaving a little wiser”*  
(Attendee, Research Fair)

*“My brain is full... I LOVE Futures night!”* (Attendee, Research Fair)

## **6. What do we need to change for next year?**

Feedback from the public survey and post-event debriefs with researchers and Public Engagement staff indicated the need for more publicity. Many respondents felt they would like to have seen further marketing for the programme of activities in the build-up. With an increased lead in time for 2019, a more comprehensive communications strategy has been developed. Individual marketing plans have been developed with the core venues We The Curious, The Holburne Museum, BRLSI and the SS Great Britain, benefitting from content from 2018's events. The publicity for 2019 will particularly focus on visiting high-profile cultural venues (that usually charge to enter) for free and using targeted Facebook advertising which proved successful in driving bookings.

*“The event could be promoted and marketed much more widely. We had a great time at the event and will certainly return to futures ones... The opening of We The Curious in the evening alone should attract lots of people who I know would be willing to go if the event was more broadly publicised.”* (Attendee, Research Fair)

Some respondents felt further information could be provided about the style of content and the target audiences (e.g. relatively high-level *Public Talks* or family-friendly activities at the *Research Fair*). Some respondents commented that some talks were light on content whilst others thought they were high level, which is to be expected given the diversity of the attendees. For 2019's events, more of this information will be provided to manage expectations of visitors.

Other respondents suggested that activities could be spread out over few days or a week to allow people to explore the full complement of events and have contact with more researchers. This would also alleviate the strain on researchers, who would be able to get involved with more events.

*“I would have liked to go to all the talks and have time to spend looking at all of the demonstrations, but felt it was one or the other for a while”* (Attendee, Research Fair)

In 2019 the events programme will be scheduled over two days to improve the experience for both attendees and researchers. A festival-style brochure will be produced with a schedule of the events across Bristol and Bath. This will address some of the recommendations highlighted above. It will

include event information and descriptions, accessibility of the content, age suitability and venue information. The programme will be available in print and online and shared across Bristol and Bath.

In the Public Engagement staff debrief, it was noted that the tight timings of some events, such as the *Public Talks*, left little space for follow-up conversations between the public and the researchers. In 2019 the time allocated for events like these will be increased where possible. This will allow for more time to facilitate conversation and for further exploration of the research being presented.



Figure 13: Conversations taking place at Inventions & Imaginings event © Bhagesh Sachania Photography

### 7. What was the experience of researchers participating in Researchers' Night?

Feedback from the researchers involved was gathered by means of an online survey a few days after the events and a debrief session with MSCA Fellows. 51 researcher responses were received (a 22% response rate) with 17.6% of these responses from European-funded researchers. Overall feedback showed they thought the event was well organised and they felt well-supported beforehand and on the day itself. Several researchers mentioned the relaxed and enjoyable atmosphere at the events. 80% of survey respondents said they had enjoyed their experience 'a great deal' (and all but one of others enjoyed it 'a little bit'). For many researchers the best part was interacting with a wide range of people who showed genuine interest in their research:

*"[The best part of FUTURES was] talking to interested people about interesting things"*  
(Researcher, Research Fair)

*"Nice to be around non-/different scientists, people who I don't normally interact with"*  
(Researcher, Inventions and Imaginings)

Researchers were asked to select from a list of emotions to describe how they were feeling after being involved in FUTURES, to which the response was extremely positive. As shown in the word cloud below (word size is proportional to number of times this was selected), the most selected emotion was 'connected with others'.



Figure 14. Image of word cloud indicating the experience of researchers

When asked how they felt they had benefited from taking part in FUTURES, 75% had tried out a new way of engaging the public, over 50% had improved their communication skills, and just under 50% had increased their confidence in communication. In addition, 40% of respondents thought that participating would help their future career progression. A number particularly valued hearing the opinions of the members of the public, with just under half saying they had gained a better understanding of the public's attitude to research.

*"The main thing was for them [the public] to find that they could talk to us, and have a good two-way conversation. That is worth its weight in gold - not only for us as individuals, but also for the university, and for academic research in general. The related effect was the way in which these conversations sparked thoughts which I could take away and think about in relevance to my own research."* (Researcher, Research Fair)

Just under half felt the networking opportunities had been beneficial and some commented on how much they enjoyed meeting other researchers working in different fields.

*"It was really great and I enjoyed working with people from other fields than physics"* (Researcher, Research Fair)

Suggestions for improvements for next year mainly focused on the need to publicise events more widely to improve the attendance and increasing the diversity of attendees even more. Suggestions were also made relating to the *Research Fair* school session including changes to managing the flow of attendees and streaming the school sessions by age group. Suggestions were also proposed for the EU corner to balance interactive activities with more opportunities for MSCA Fellows to explain European research funding to the public.

90% of the researchers said they would take part in FUTURES again and 80% said they were now more likely to participate in other Public Engagement activities. Some researchers shared their contact details with community groups to organise follow-on engagement activities. Others are developing their ideas further:

*"My experience at the European Researchers' Night was great, and I proposed to organise a shorter training to introduce storytelling skills in the MSCA Fellows association."* (MSCA Fellow, Researchers' Tales)

## **Impact Objectives**

The collated evaluation results show to what extent the five impact objectives of FUTURES have been achieved in the first year.

**1. Increased awareness among the general public of the importance of research and innovation and more favourable general attitude towards its funding**

The 20 events organised across Bristol and Bath for Year 1 were generally accessible for the population of the South West of England and South Wales and successfully exposed them to ERN messages, i.e. the importance of research and innovation for their everyday life, the benefits that research brings to society, and better understanding of the European Union among the public.

*"Opened my eyes to the vastness of research" (Attendee, Inventions and Imaginings)*



Figure 15: Exploring research objects at Inventions and Imaginings © Bhagesh Sachania Photography

The public were offered the unique opportunity to meet 229 researchers from four universities. Among these, 35 MSCA Fellows took part and led activities in the EU Corners. These interactions allowed the public to learn first-hand about cutting edge research taking place locally, how it is funded and its impact on society. Information about the contribution of European funding and academics to local area was available online, in print and at dedicated EU Corners.

*"The public talks were brilliantly informational. I loved hearing the research and backgrounds from each lecturer" (Attendee, Public Talks)*

As detailed in Work Package 1 the Awareness Campaign achieved a maximum potential reach of 3,898,812 people. This larger-than-expected number was mainly generated by physical advertising in key high footfall areas; targeted online marketing to popular Facebook groups; and Twitter activity by popular users with a large number of followers. Video clips were produced by researchers talking about their chosen fields and why it matters through the *A Day in The Life* activity. This helped promote the event and was an accessible way to present role models to the younger generation.



Figure 16. Screenshot of a researcher's Day in the Life [video post](#)

Through researchers' questionnaires and focus groups benefits and outcomes for researchers taking part in ERN were also identified. For many of the researchers, the best part was learning how to interact with a very wide range of people, who showed genuine interest in the research.

*"It taught me how to present my research to a completely different audience from the one I am used to presenting to usually"* (Researcher)

## 2. Better understanding of the key benefits that research brings to society

*"It was amazing to get to know how science is used to improve our lives"* (Attendee, Research Fair)

The evaluation data from 2018 was compared with the published evaluation report from the previous ERN in Bristol, [Bristol Bright Night](#) (2015), in which UoB were partners. Many recommendations made in the report had already been addressed in planning FUTURES, such as featuring a wider range of research topics, increasing the number and variety of events and providing training for researchers to explain the impacts of their research. For FUTURES 2018, ten training sessions were held at UoB and UoBa to help researchers communicate effectively with audiences in different settings. Acting on the Bristol Bright Night recommendations helped to meet the impact objective of promoting understanding of the benefits of research to society amongst the public. A variety of audiences engaged with several research areas and their impacts at FUTURES. The evaluation showed that participants: enjoy finding out about new research and engaging directly with researchers; find it inspiring to hear about new developments with benefits for society; appreciate a range of activity formats aimed at different ages and audiences; and have an ongoing appetite for attending events like these. Teachers also identify the valuable contribution these extra-curricular events make to their students' learning.



Figure 17. MSCA Fellow showing the details of his research in the EU Corner © Bhagesh Sachania Photography

A key underpinning principle of FUTURES is that of Responsible Research and Innovation (RRI) and researchers using the opportunity to put some of the RRI principles into practice. This included the opportunity to engage a variety of communities about their work and its impacts in society and hearing the opinions of diverse audiences. FUTURES gave an opportunity for researchers to consider how their work aligned with the values and needs of society. One researcher commented:

*“The main thing was for them [the public] to find that they could talk to us and have a good two-way conversation. That is worth its weight in gold - not only for us as individuals, but also for the university, and for academic research in general. The related effect was the way in which these conversations sparked thoughts which I could take away and think about in relevance to my own research.”* (Researcher, Research Fair)

Furthermore, all activities reinforced the message to attendees that research is relevant to society and everyday lives. At the *Research Fair* school session, students heard directly from researchers about the impact of research and how it was relevant to their lives. Researchers focused on showing the tangible outcomes of their research and how they fit into real world applications. One researcher commented that:

*“[the students] were exposed to experiments and expert conversations and were asked questions that made them think about science, what it means and how it can help in a variety of contexts. Hopefully some of the kids became interested and encourage in the presented science. I found out that one of the primary school teachers is going to use our examples in their maths class.”* (Researcher, Research Fair)

Another aspect of the FUTURES programme was to encourage active participation of attendees in research enquiry. This was particularly the case at events such as *Inventions and Imaginings* in Bristol and *The Cubicle* in Bath. These activities encouraged a more in depth investigation of the research and its process. They encouraged audiences to actively participate in discussion about the research topics and ask questions and prompted enquiry into elements of the research that interested them.

*“[Researchers were] really friendly, humorous, enjoying & curious. Inspired us to think deeper & question further as well as wonder us with their knowledge”* (Attendee, *Inventions and Imaginings*)



Figure 18: A visitor interacts with an exhibit at Inventions and Imaginings © Bhagesh Sachania Photography

Additionally, several events were co-developed with communities to ensure the research presented was relevant to them. For example, *Researchers on Loan* was co-developed with Bristol's Central Library, with the format of "borrowing" and talking to researchers designed with library users in mind. The Central Library team have since been able to pursue further collaborations with researchers, inviting some of them back for talks. A team member said the collaboration provided a '*stimulating and engaging learning opportunity for library users of every age*'.

Another collaboration was with the Barton Hill Settlement community centre. This enable engagement with the Somali Girls Group and provided a unique opportunity for young people who live in a neighbourhood with high levels of deprivation. Many had never met a researcher, particularly female academics in STEAM subjects. The Barton Hill Settlement Community Development Manager was "*particularly pleased that these women and their daughters had such a positive experience*".

Finally, another element of FUTURES was to showcase collaboration in research and how this leads to better research with societal impacts. This is particularly important for the local area and the universities working on FUTURES regularly collaborate on research projects. Activities such as exhibits at the *Research Fair* demonstrated how research is carried out in teams and collaboratively, with demonstrations from projects such as the 'South West Nuclear Hub' showcasing how partners come together to strengthen research.

### **3. Reduction in the stereotypes about researchers and their profession**

FUTURES 2018 hosted events that included innovative engagement where audiences could interact with researchers in non-traditional settings and formats and dispel stereotypes of researchers.

*"The enthusiasm of the young people we spoke to was an inspiration in itself"* (Attendee, Research Fair)

*"The scientists on the stands were really nice, they explained what they were doing really well - even if you had no idea about it!"* (Attendee, Research Fair)



Figure 19: Stand up comedy at Visions of Science © Anna Barclay

Throughout the events there was an emphasis on the researchers themselves as well as their research. They were encouraged to share personal stories, backgrounds and how they ended up in research. This was the focus of the *Researchers' Tales* activity. It gave audience members a greater awareness of the researchers' lives and provided the performers with a unique opportunity to develop their confidence and skills.

*"The researcher stories were lovely insights"* (Audience member, Researchers' Tales)

*"Thank you very much for this great experience! It was a challenge, but I learned a lot, and finally I enjoyed telling my story to the public despite my fear of public speaking. This is a great result!"* (Researcher, Researchers' Tales)

*"[The best thing about FUTURES was...] To be exposed to a real audience and talk from the bottom of my heart, sharing my own life's experiences."* (Researcher, Researchers' Tales)

Many activities reinforced the popularity of scientific careers, highlighting the importance and excitement of solving societal problems through enquiry and collaboration. The *Research Fair* exhibits allowed the children to see how research can be relevant to their own lives. For example, one child commented that the 'Children of the 90s' research exhibit was their favourite discovery because *"I liked finding out how big my lungs are and how big my breath is"*. All teachers also commented on the value of children engaging with researchers who can open students' eyes to career possibilities and enable them to discover new ideas and topics:

*"[It gave my pupils] an increased awareness of the types of research that scientists are engaging with, and an increased enthusiasm and engagement with science. [They gained] an awareness of the types of areas that might appeal to them, as well as them engaging with scientists"* (Teacher, Research Fair)

In total, 139 female researchers (out of a total of 229) participated from a wide range of research fields as well as a high proportion from minority ethnic groups. This provided role models and breaking down the stereotypes that exist around who researchers are.

*"It was good to see young questing minds, and for a woman of my generation, so many women in research."* (Attendee, Tea with a Researcher)

#### **4. Increase, in the long term, the number of people taking up research careers**

The evaluation methodology included questions about children's and their key influencers' attitudes to science, academic careers and their enjoyment of FUTURES. Although the long-term effect on

career choices could only be measured with an in-depth longitudinal study, the results from FUTURES are indicative of a positive influence on attendees' attitudes to research careers. It can be expected that this and the increased awareness of research careers will translate into more school children inspired to go into higher education and consider research as a career choice.

Events were also developed in line with longitudinal research findings around raising aspirations such as the ASPIRES<sup>2</sup> research project that investigated how to raise children's aspirations in science. This demonstrated the importance of intervention at primary school age. Therefore, FUTURES marketing was targeted at primary schools and the majority of attendees to the *Research Fair* for schools were age 9-11. Similarly, the ASPIRES research showed the importance of raising family science capital amongst families in relatively deprived areas. Through targeting marketing and efforts to make the events more accessible (such as through free transport), FUTURES contributed to an increase in science capital amongst these families. Teacher feedback also indicated that the events have led to new connections between researchers and school teachers, leading to new activities. Teachers' awareness of research careers available to their students was also increased, which will positively impact the advice they are able to provide to students.

Outcomes from the event are continuing to be monitored, such as leads for new collaborations with schools, community groups and external partners. In 2019, follow up evaluations with schools attending for a second time will take place to monitor any longer-term impacts on raising aspirations having taken part in FUTURES 2018.

#### **5. Better understanding of the European Union among the general public**

The European Commission logo was on all flyers and posters alongside the required wording about the funding of European Researchers' Night which was included in online promotional material. Through social media and online promotion links were made with other ERN-related accounts both before and during the Night. Further collaborations are planned with other ERN projects in the lead up to ERN 2019 to raise awareness of activities across Europe. The EU Corners were also branded clearly with ERN and European Commission logos. Information about the contribution of European funding and academics to Bristol and Bath was presented and staff, volunteers and researchers were briefed with key messages to share with the attendees. In the public survey 96% of respondents said that European Commission funding was important to Bath and Bristol.



*Figure 20: Conversations with an MSCA Fellow in the EU Corner © Bhagesh Sachania Photography*

<sup>2</sup> <https://www.ucl.ac.uk/ioe/departments-and-centres/departments/education-practice-and-society/aspire-2>



Welcome to the

# EU CORNER

#FUTURES NIGHT

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# #FUTURES NIGHT

Part of European Researchers Night  
1 night, 30 countries, 300 cities, 1 million citizens



FUTURES: EUROPEAN RESEARCHERS NIGHT  
 University of BRISTOL  
 UNIVERSITY OF BATH  
 BATH SPA UNIVERSITY  
 European Commission  
 This European Researchers' Night project is funded by the European Commission under the Marie Skłodowska-Curie Actions

FUTURES: EUROPEAN RESEARCHERS NIGHT  
 University of BRISTOL  
 UNIVERSITY OF BATH  
 BATH SPA UNIVERSITY  
 European Commission  
 This European Researchers' Night project is funded by the European Commission under the Marie Skłodowska-Curie Actions



The University of Bristol has received over €80 million in Horizon 2020 funding from the EU since 2014

United Kingdom Country Profile: <http://ec.europa.eu/programmes/horizon2020/en/>



The University of Bristol has received the 7<sup>th</sup> most Horizon 2020 funding of all UK universities

United Kingdom Country Profile: <http://ec.europa.eu/programmes/horizon2020/en/>

FUTURES: EUROPEAN RESEARCHERS NIGHT  
 University of BRISTOL  
 UNIVERSITY OF BATH  
 BATH SPA UNIVERSITY  
 European Commission  
 This European Researchers' Night project is funded by the European Commission under the Marie Skłodowska-Curie Actions

FUTURES: EUROPEAN RESEARCHERS NIGHT  
 University of BRISTOL  
 UNIVERSITY OF BATH  
 BATH SPA UNIVERSITY  
 European Commission  
 This European Researchers' Night project is funded by the European Commission under the Marie Skłodowska-Curie Actions



UK research has received over €4.2 billion in Horizon 2020 funding from the EU since 2014

United Kingdom Country Profile: <http://ec.europa.eu/programmes/horizon2020/en/>



The UK receives the second most Horizon 2020 funding of all EU countries

United Kingdom Country Profile: <http://ec.europa.eu/programmes/horizon2020/en/>

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Horizon 2020 has funded 2,349 Marie Skłodowska-Curie Actions researchers in the UK since 2014

United Kingdom Country Profile: <http://ec.europa.eu/programmes/horizon2020/en/>



Horizon 2020 is the biggest EU Research and Innovation programme ever with nearly €80 billion of funding available over 7 years (2014 to 2020)

<https://ec.europa.eu/programmes/horizon2020/en/what-horizon-2020>

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Figure 15: Copies of information presented in the EU Corners about the importance of European Commission funding.

It was clear however, that some researchers were hesitant to start discussions about European matters, due to their potentially political nature. Observations and snapshot interviews showed that attendees were pleased to discover how much European Commission funding does benefit UK research though, and many were then concerned to ask “*what will happen after ‘Brexit?’*” Although many questions were answered over the course of FUTURES 2018, this was not one of them that could be!

### **Gender-related issues**

| <b>Participant</b> | <b>Female researchers</b> | <b>Male researchers</b> | <b>Female workers in overall Workforce</b> | <b>Male workers in overall Workforce</b> | <b>Total female involved</b> | <b>Total male involved</b> |
|--------------------|---------------------------|-------------------------|--------------------------------------------|------------------------------------------|------------------------------|----------------------------|
| UoB                | 93                        | 72                      | 15                                         | 2                                        | 108                          | 74                         |
| UoBa               | 46                        | 18                      | 4                                          | 3                                        | 50                           | 21                         |
| <b>TOTAL</b>       | <b>139</b>                | <b>90</b>               | <b>19</b>                                  | <b>5</b>                                 | <b>158</b>                   | <b>95</b>                  |

## **APPENDIX 1: Research Questions**

The table below sets out the research questions used for the impact evaluation, the data analysed and the tools used to collect the data.

| <b>Research questions</b>                                                                                         | <b>Data</b>                                                     | <b>Tool for collection</b>                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| How many people have interacted with a Researchers' Night intervention in Bristol and Bath?                       | Visitor count<br>Media circulation<br>Social media interactions | Event registrations (via Eventbrite)<br>Entry counts (stickers & headcounts)<br>Universities' Press Offices Cuttings Service<br>Google Analytics, Juicer (social media collation tool) & Talkwalker (social media sentiment analysis) |
| Has Researchers' night raised awareness of EU research and researchers?                                           | Visitor opinions<br>Researcher opinions                         | Snapshot Interviews<br>Observations<br>Public Survey (online)<br>Researchers Survey (online)<br>Teacher Questionnaire (via email)<br>Opinion Tree (Polaroid & Tag Lines)                                                              |
| How do Bristol and Bath residents feel about EU research and researchers having taken part in Researchers' Night? | Visitor opinions                                                | Snapshot Interviews<br>Observations<br>Public Survey (online)<br>(Polaroid & Tag Lines)                                                                                                                                               |
| Has Researchers' Night increased (or reinforced) awareness of research careers?                                   | Visitor opinions                                                | Snapshot Interviews<br>Observations<br>Public Survey (online)<br>Teacher Questionnaire (via email)<br>Opinion Tree (Polaroid & Tag Lines)<br>Sticker Vote                                                                             |
| Did the Researchers' Night activities meet the needs of Bath and Bristol residents?                               | Visitor opinions                                                | Snapshot Interviews<br>Observations<br>Public Survey (online)<br>Opinion Tree (Polaroid & Tag Lines)                                                                                                                                  |
| What do we need to change for next year?                                                                          | Visitor opinions<br>Researcher opinions<br>Organiser opinions   | Snapshot Interviews<br>Observations<br>Public Survey (online)<br>Researchers Survey (online)<br>Teacher Questionnaire (via email)<br>Post-event Debriefs                                                                              |
| What has been the benefit to researchers?                                                                         | Researcher opinions<br>Organiser opinions                       | Snapshot Interviews<br>Observations<br>Researchers Survey (online)<br>Post-event Debriefs                                                                                                                                             |

## **APPENDIX 2: Evaluation Tools**

### **A2.1 Event Observation & Snapshot Interview Guide**

#### **FUTURES: European Researchers Night** ***EVENT Observation & Snapshot Interview Guide***



Please use this guide to record as much as possible about your observations and any 'snapshot interviews' you get a chance to carry out with participants.

These will help evaluate the effectiveness of the event as a whole and will not be used to judge individual performances.

Collated results will be used to improve the events next year and in our formal report to the EU.

We are particularly interested in the following aspects:

- *Has Researchers' Night raised awareness of EU research and researchers?*
- *How do Bristol and Bath residents feel about EU research and researchers having taken part in Researchers' Night?*
- *Has Researchers' Night increased (or reinforced) awareness of research careers?*
- *Did the Researchers' Night activities meet the needs of Bath and Bristol residents?*

#### **What to do**

##### **OBSERVATIONS (Approx 6 per session)**

- Observe interactions between researchers and participants for 5-10 minutes at a time
- Focus on the participants' reactions, comments and experience
- Note any interesting quotes from participants or researchers
- Comment on what approaches worked well and note anything that didn't work so well
- Circulate around the event as appropriate and observe different interactions if possible

##### **SNAPSHOT INTERVIEWS**

- If you can also ask participants a couple of questions directly (particularly any marked with **\***) please do!
- Use the sections below as question prompts e.g.
  - ★ *Did you enjoy the event / activity ?*
  - ★ *What did you talk to the researchers about?*
  - ★ *Have you discovered anything interesting today?*
  - ★ *Have you found out anything that's surprised you?*
  - ★ *Is there anything we could improve about this event / activity?*
- Record their responses in the same way as observations and note any interesting quotes

| <b>OBSERVATION / SNAPSHOT INTERVIEW NOTES</b> <i>(complete one sheet per observation/interview)</i>                                                                                                                                                                                                                        |                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Observation Start Time / Time of Interview:</b>                                                                                                                                                                                                                                                                         |                                                                                                                                                                                    |
| <b>Brief Description of Activity observed:</b> <i>(presentation, hands-on activity, group discussion etc.)</i>                                                                                                                                                                                                             |                                                                                                                                                                                    |
| <b>Enjoyment:</b> <i>(are participants enjoying the activity and/or talking to the researchers?)</i>                                                                                                                                                                                                                       |                                                                                                                                                                                    |
| <u>Enjoyment of Activity</u><br><input type="checkbox"/> High<br><input type="checkbox"/> Medium<br><input type="checkbox"/> Low                                                                                                                                                                                           | <u>Enjoyment of Talking to Researchers</u><br><input type="checkbox"/> High<br><input type="checkbox"/> Medium<br><input type="checkbox"/> Low                                     |
| <b>Comments:</b>                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                    |
| <b>Engagement &amp; Interactions:</b> <i>(how are participants engaging with the activity and the researchers?)</i>                                                                                                                                                                                                        |                                                                                                                                                                                    |
| <input type="checkbox"/> High Engagement<br><input type="checkbox"/> Medium Engagement<br><input type="checkbox"/> Low Engagement                                                                                                                                                                                          | <input type="checkbox"/> Easy to engage<br><input type="checkbox"/> Neither hard nor easy<br><input type="checkbox"/> Hard to engage                                               |
| <input type="checkbox"/> Mostly one-way communications<br>○ Participants   ○ Researchers<br><input type="checkbox"/> Mostly two-way interactions                                                                                                                                                                           |                                                                                                                                                                                    |
| <b>Comments:</b>                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                    |
| <b>Topics of Conversation:</b> <i>(what are participants &amp; researchers talking about?)</i> *                                                                                                                                                                                                                           |                                                                                                                                                                                    |
| → Tick all that apply & indicate with a double tick which topic, if any, comes up most                                                                                                                                                                                                                                     |                                                                                                                                                                                    |
| <input type="checkbox"/> Research Topic<br><input type="checkbox"/> the Researcher's working life<br><input type="checkbox"/> the Researcher as a person                                                                                                                                                                   | <input type="checkbox"/> Research Careers<br><input type="checkbox"/> Participants' opinions about research topic<br><input type="checkbox"/> Participants' experience of research |
| <input type="checkbox"/> European aspects of research<br><input type="checkbox"/> Other <i>(please specify)</i>                                                                                                                                                                                                            |                                                                                                                                                                                    |
| <b>Comments:</b>                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                    |
| <b>Have Participants...?</b> <i>(tick all that apply and note their responses briefly)</i> *                                                                                                                                                                                                                               |                                                                                                                                                                                    |
| <input type="checkbox"/> Discovered something new<br><input type="checkbox"/> Changed their mind about something<br><input type="checkbox"/> Been surprised by something<br><input type="checkbox"/> Been inspired to find out more about a topic<br><input type="checkbox"/> Made a suggestion about the event / activity |                                                                                                                                                                                    |
| <b>Comments:</b>                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                    |
| <b>Observation End Time:</b>                                                                                                                                                                                                                                                                                               | <i>Continue notes overleaf if necessary...</i>                                                                                                                                     |

## A2.2 Event Overview Recording Template



FOR STAFF MEMBER SUPERVISING EVENT TO COMPLETE - One sheet per session

| EVENT OVERVIEW & AUDIENCE NUMBERS                                                            |                               |
|----------------------------------------------------------------------------------------------|-------------------------------|
| Event Name:                                                                                  |                               |
| Venue:                                                                                       | Date:                         |
| Time:                                                                                        | Event Duration:               |
| Estimated Total Audience Number:                                                             | Estimated Male /Female Ratio: |
| Audience Type ( <i>families, school class, couples etc. and size of groups/age ranges</i> ): |                               |
| Any general comments or issues ( <i>accessibility, logistics, technology, timing etc</i> ):  |                               |

# FUTURES 2018 - Feedback Survey

---

## Page 1: Introduction

We hope you enjoyed the FUTURES (European Researchers' Night) event/s you attended recently.

We are very interested in your feedback and hope you can answer some questions in the following short survey, which will take about 5 minutes of your time.

The results will be used to help us improve FUTURES next year and for a report to our funders, the European Commission.

Your answers will be completely anonymous. The data will be stored securely and kept for a maximum period of 2 years.

Thanks in advance for taking part, please click 'Next' to start the survey.

**\*\*\* By clicking 'Next' you confirm that you have read and understood the above information and consent to taking part \*\*\***

*FUTURES is part of the annual European Researchers' Night programme, funded by the European Commission to celebrate the latest and most innovative research at a local and international level. This year simultaneous events took place on Friday 28th September in over 300 cities across 30 European countries.*

## Page 2: Event Attendance

1. Which FUTURES event/s did you attend?

- Research Fair @ We The Curious (Bristol)
- Researchers' Tales @ We The Curious (Bristol)
- Public Talks @ We The Curious (Bristol)
- Inventions and Imaginings @ The Island (Bristol)
- Tea with a Researcher @ The New Room Cafe, John Wesley's Chapel (Bristol)
- Researchers on Loan @ Bristol Central Library
- Researchers on a Train @ Severn Beach Line
- Up Late - Women & Creativity @ Holburne Museum (Bath)
- The Cubicle @ 44AD (Bath)
- The Uses & Purposes of Empathy @ BRSLI (Bath)
- Illustration & the World Cup: Russia 2018 @ Burdell's Yard (Bath)
- Walking with Scientists @ Bath City Centre
- Visions of Science @ The Edge (Bath)
- Other

a. If you selected Other, please specify:

2. Where did you hear about FUTURES? *(Tick all that apply)*

- Facebook
- Twitter
- Eventbrite
- Local Newspaper or Magazine
- Local Radio
- Local TV
- Local Website (e.g. Visit Bath, Visit Bristol etc.)
- From friends/family/colleagues
- From the Venue (website, mailing list etc.)
- From the University (website, mailing list etc.)
- Direct invitation from organiser
- Saw a Poster
- Picked up a Flyer
- Other

a. If you selected Other, please specify:

## Page 3: Event Quality

3. Overall, how enjoyable were the FUTURES event/s that you attended?

- Very enjoyable
- Somewhat enjoyable
- Neither enjoyable or unenjoyable
- Somewhat unenjoyable
- Very unenjoyable

4. How would you describe the FUTURES event/s? (*Pick all the words that apply*)

- Interesting
- Uninteresting
- Organised
- Confusing
- Relevant
- Irrelevant
- Relaxed
- Formal
- Exciting
- Boring
- Inspiring
- Uninspiring
- Other

a. If you selected Other, please specify:

5. Do you have any comments relating to your enjoyment of individual events or their quality?

---

6. Are there any parts of the event/s you think could be improved? (*e.g. venue, format, timings, publicity, speakers, topics etc.*)

---

## Page 4: Event Content

7. How interesting did you find the research topics presented at FUTURES?

- All interesting
- Some were interesting
- Neither interesting nor uninteresting
- Some were uninteresting
- All were uninteresting

a. Which (if any) topic did you find most interesting?

8. What (if anything) do you think you have gained from the FUTURES event/s? *(Tick all that apply)*

- Better understanding of a research topic
- Increased interest in a research topic
- Better understanding of research careers
- Better understanding of how researchers work with local communities
- Better understanding of European aspects of research (e.g. funding)
- Visited a venue for the first time
- Nothing
- Other

a. If you selected Other, please specify:

9. Do you feel European research and researchers are important to Bristol and Bath?

- Very important
- Quite important
- Neither important or unimportant
- Not very important
- Not important at all

10. Would you consider a career in research for yourself, or recommend it to a friend or family member?

- Yes
- No
- Not sure

## Page 5: And finally...

11. Is there anything else you would liked to have seen, heard or experienced at FUTURES?

---

12. Do you have any other comments about FUTURES you'd like to share?

---

## **Page 6: Thank You**

Thanks very much for taking the time to answer these questions! We hope to see you again next year at FUTURES on Friday 27<sup>th</sup> September 2019.

Follow us on Twitter [@FUTURES\\_ERN](https://twitter.com/FUTURES_ERN) or Facebook [www.facebook.com/FUTURESERN](https://www.facebook.com/FUTURESERN) for updates...

If you have any questions about this survey or its purpose, please contact [futures-project@bristol.ac.uk](mailto:futures-project@bristol.ac.uk)

# FUTURES 2018 Researchers post-event

---

## Page 1: About this survey

Thanks for taking part in FUTURES (European Researchers' Night) and for all your hard work before and during the event!

We would like to know what you thought of the event and how we can improve it next year.

This survey should take around 10 minutes of your time. Your answers will be submitted anonymously, all data will be held securely and treated confidentially, and no responses will be attributable to any individual person.

If you have any questions about the survey or its purpose, please contact the evaluation leader for this project, Alison Rivett <<[alison.rivett@bristol.ac.uk](mailto:alison.rivett@bristol.ac.uk)>>.

Thanks in advance for taking part, please click 'Next' to start the survey.

**\*\*\* By clicking 'Next' you confirm that you have read and understood the above information and consent to taking part \*\*\***

## Page 2: Activities

1. Which FUTURES activities did you take part in? Required

---

2. Did you enjoy taking part in FUTURES? Required

- Yes, a great deal
- Yes, a little bit
- Not sure
- No, not very much
- No, not at all

3. What was the best part of FUTURES Night? (*e.g. things that worked really well or that you really liked*)

---

4. What was the worst part of FUTURES Night? (*e.g. any problems or things that didn't work well*)

---

## Page 3: Outcomes

5. What do you think people you interacted with at FUTURES got out of the experience?

---

6. How have you benefited from taking part in FUTURES? (*select all that apply*) Required

- Improved my communication skills

- Improved my organisational skills
- Improved my teamwork skills
- It will help my future career progression / look good on my CV
- Met requirements of my department or funders
- Enjoyed sharing my interest in/enthusiasm for research
- Got new ideas for my research
- Networked with other researchers
- Found new potential collaborators
- Generated impact for a REF Case Study or other similar purpose
- Tried out a new way of engaging with the public
- Increased my confidence in talking to people
- Gained a better understanding of the public's attitude to research
- Got new ideas for public engagement activities
- Made new contacts with the community / schools / public groups etc
- I haven't benefited
- Other

a. If you selected Other, please specify:

## Page 4: Post-event emotions

7. Please indicate which of the following words best describe how you are feeling after being involved in FUTURES (*select as many as you think appropriate*) Required

- |                                          |                                                |
|------------------------------------------|------------------------------------------------|
| <input type="checkbox"/> Calm            | <input type="checkbox"/> Privileged            |
| <input type="checkbox"/> Rushed          | <input type="checkbox"/> Anxious               |
| <input type="checkbox"/> Confident       | <input type="checkbox"/> Connected with others |
| <input type="checkbox"/> Frustrated      | <input type="checkbox"/> Overwhelmed           |
| <input type="checkbox"/> Stimulated      | <input type="checkbox"/> Curious               |
| <input type="checkbox"/> Introspective   | <input type="checkbox"/> Afraid                |
| <input type="checkbox"/> Excited         | <input type="checkbox"/> Bored                 |
| <input type="checkbox"/> Uncomfortable   | <input type="checkbox"/> Surprised             |
| <input type="checkbox"/> Proud of myself | <input type="checkbox"/> Confused              |
| <input type="checkbox"/> Inadequate      | <input type="checkbox"/> Responsible           |
| <input type="checkbox"/> Inspired        | <input type="checkbox"/> Clever                |
| <input type="checkbox"/> Stressed        | <input type="checkbox"/> Grateful              |
| <input type="checkbox"/> Capable         | <input type="checkbox"/> Other                 |
| <input type="checkbox"/> Creative        |                                                |

a. If you selected Other, please specify:

## Page 5: Training & preparation

8. How useful was the training you received before FUTURES? Required

- Very useful
- Quite useful
- Not very useful
- Not at all useful
- I didn't attend a training session

9. Is there any additional support or training which could have been provided beforehand which would have helped you better prepare for or deliver your activity?

---

## Page 6: Thinking ahead

10. Would you take part in FUTURES again? Required

- Yes
- Not sure
- No

11. Could we do anything better before FUTURES next year? (*e.g. pre-event communications, briefings, resources etc.*)

---

12. Is there anything we could improve next year about the FUTURES events on the day? (*e.g. venues, support, timings etc.*)

---

## Page 8: Engaging with the public

13. How do you feel about taking part in other Public Engagement activities after your experience at FUTURES? Required

- Much more likely to participate
- A bit more likely to participate
- Not sure
- A bit less likely to participate
- Much less likely to participate

14. How much do you agree or disagree with the following statements?

*Options:*

*Strongly disagree / Slightly disagree / Neither agree nor disagree / Slightly agree / Strongly agree*

I don't think my research is interesting to the general public

Researchers have a moral duty to engage with the public about the social and ethical implications of their research

My research is too specialised to make much sense to the public

Public engagement improves the quality of my research

I don't believe the public can add value to my research

I feel confident in my public engagement skills

Researchers who do a lot of public engagement are not well regarded by other researchers

There is enthusiasm from the public to learn more about research

## Page 9: About your funding

15. Who funds your research or PhD studies? *(Please tick all that apply)*

- European MSC (Marie Skłodowska-Curie) Scheme/Fellowship
- European Funding Programme (e.g. H2020, FP7)
- A UK Research Council (EPSRC, STFC, NERC, BBSRC, MRC, AHRC)
- A Research Charity (e.g. Wellcome Trust, Leverhume Trust))
- An Academy (e.g. Royal Society)
- Other

a. If you selected Other, please specify:

## Page 10: Final page

Thanks for taking the time to answer these questions ☺

We look forward to working with you on public engagement events again soon.

**Don't forget to 'save the date' for FUTURES 2019 - Friday 27th September!**

If you have queries about this survey or wish to withdraw your data at any time, please contact the evaluation leader: Alison Rivett <<[alison.rivett@bristol.ac.uk](mailto:alison.rivett@bristol.ac.uk)>>

## FUTURES 2018

### Research Fair at *We The Curious*: Teacher Questionnaire



If you could take a few minutes to answer the following questions about the event you attended on Friday 28<sup>th</sup> September, we would be most grateful. Your responses will be used to help us improve the event next year and in our reports to our funder, the European Commission.

|                                                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>What benefits were there for your students in attending this event?</b>                                                                                                            |
| <br><br><br>                                                                                                                                                                          |
| <b>What benefits were there for you as a teacher in attending this event?</b><br>(e.g. ideas for activities, contact with university researchers, enriching curriculum teaching etc.) |
| <br><br><br>                                                                                                                                                                          |
| <b>What did your students enjoy most and least?</b>                                                                                                                                   |
| <br><br><br>                                                                                                                                                                          |
| <b>Do you think the event raised your students' awareness of careers in research?</b>                                                                                                 |
| A lot / A little / Not at all (Delete as appropriate)                                                                                                                                 |
| <b>Do you think the event raised your students' awareness of European aspects of research?</b><br>(e.g. where researchers come from, how research is funded etc.)                     |
| A lot / A little / Not at all (Delete as appropriate)                                                                                                                                 |
| <b>Is there anything we could change or improve about the event next year?</b>                                                                                                        |
| <br><br><br>                                                                                                                                                                          |
| <b>Can you share any comments, quotes or feedback from your students about the event?</b>                                                                                             |
| <br><br><br><br><br><br>                                                                                                                                                              |

## A2.6 Opinion Tree (Polaroid & Tag Lines) guidance



*Guidance for Schools Research Fair & Research Fair evening event*

## A2.7 Sticker Vote guidance



*Guidance for Schools Research Fair*

## APPENDIX 3: Evaluation Response Data

| Evaluation Tool                                                           | Number of Responses |
|---------------------------------------------------------------------------|---------------------|
| Snapshot Interviews                                                       | 13                  |
| Observations                                                              | 34                  |
| Public Survey                                                             | 53                  |
| Researcher Survey                                                         | 57                  |
| Teacher Questionnaire                                                     | 10                  |
| Opinion Tree (Polaroid Line for Public + Tag Line for Schools)            | 67                  |
| Sticker Vote                                                              | 32                  |
| Post-event Debriefs (with individuals and groups)                         | 20                  |
| <b>Total Number of Responses</b>                                          | <b>286</b>          |
| <i>Number of Participants at Events (not including online activities)</i> | 1906                |
| <b>Response Rate</b>                                                      | <b>15%</b>          |