Triangulating Novel Mixed-Method Educational Data to Develop Effective, Evidence-Based Policy

Transcript from webinar video recording

1
00:00:00,164 --> 00:00:05,585
So, hello and welcome to
this Urban Big Data Centre free webinar.

2
00:00:06,300 --> 00:00:08,859
If you could go ahead
and just mute yourself

3
00:00:08,959 --> 00:00:12,138
until we start discussion time.

4
00:00:12,468 --> 00:00:15,261
I'm joined here by my colleagues,

5
00:00:15,555 --> 00:00:20,559
Dr Emma Seddon, who is a researcher on our gendered journeys project

who will be speaking about gendered inequalities in STEM,

as well as Dr Phil Mason, who is our research fellow

on educational disadvantage and place who will be speaking a little bit about

our iMCD project.

So, how will the session work?

We’re going to introduce you broadly to some concepts about impact
and triangulation
and why we think it's important.

We'll do a quick little Slido there
to get your thoughts about impact.

And then we'll move on to
three practical examples.

The first one, like I said, was iMCD.

It's an open data product we have
at the Urban Big Data Centre.

And Phil will talk to you
a little bit about what it is,
how it shows novel data linkages,

00:01:05,817 --> 00:01:07,915
how it can be used in GIS mapping,

00:01:08,100 --> 00:01:10,900
and we can tell you a little bit about
the Twitter dashboards that are

00:01:10,900 --> 00:01:12,908
available from it as well.

00:01:13,008 --> 00:01:14,940
Then we'll move on to example two,

00:01:15,040 --> 00:01:17,668
gendered journeys
or inequalities in STEM.

00:01:17,836 --> 00:01:21,273
And we'll talk a little bit about
how that has been investigated by us

00:01:21,373 --> 00:01:23,512
or is being investigated by us,

00:01:23,652 -- 00:01:25,700
with secondary data, interviews,

00:01:25,800 -- 00:01:29,308
such as motivational interviews
and lived experience interviews,

00:01:29,408 -- 00:01:32,347
also some fun stuff
we did in the VisNET project

00:01:32,447 -- 00:01:35,406
around digital footprints
and social network analysis.

00:01:35,826 -- 00:01:40,695
And finally, our final example is about
social enterprise partnerships,

00:01:40,795 -- 00:01:43,284
and I'll give the example of Food Train
or food insecurity in older adults

and some things we've done there

with secondary data, surveys, and lived experience interviews.

But this isn't just a promotional piece of work.

Although, this is my promotional slide.

Really, we're going to have an interactive aspect

so we hope at least half of this webinar will be us breaking up
into small breakout groups

and getting you to think about your own research

and how you might orient that for greater impact, say, for policy change

or, alternatively, for something like social media impact.

Okay?
So, we'll contrast the two together.

And I think you might have received a note about using Miro.
It's okay if you don't know how
or you've never done it before.

It's just a sticky note brainstorming

that will help lead you through
for some ideas about how we can make

more impactful use of our own research.

So, who am I?

I'm Professor Catherine Lido.

I'm a Professor of
Psychology and Adult Learning
in the School of Education
at the University of Glasgow.

I'm also Associate Director
at the Urban Big Data Centre

and Deputy Director of
the PASCAL International Observatory

in Europe.

I'm a social psychologist.

These are some of the frameworks
that my work has stemmed from.

But you can see that, whether I'm using
social identity or social capital
or trying to put it in some sort of urban spatial context,

that I'm very interested in novel data, mixed data,

and, for my research, I'm interested in how we can explore learning inclusion with those different types of data.

But Urban Big Data's remit is probably a bit wider than that.

It's about promoting the use of data, for sure.
They've got vast data collections and data services.

It's also about teaching and capacity building.

So, this workshop is part of their remit of trying to offer skills and knowledge around data.

And finally, to develop world-leading and impactful urban research.

So, we'll talk about what exactly we mean by impact in a minute.

And if the co-hosts wouldn't mind keeping an eye on muting people,
admitting people and muting people.

Thanks, co-hosts.

It's a team player type event

and who is the team?

It's the Educational Disadvantage and Place team,

of which you can see Phil Mason and Emma's names here

on the long list of people
who are interested in exploring inequalities, like educational inequalities, health inequalities, economics, sustainability, citizenship, culture. These are all topics that Urban Big Data Centre, but also the PASCAL International Observatory are interested in because we work very closely with Learning Cities Network.
and UNESCO's Learning City initiatives.

86
00:04:53,958 --> 00:04:56,307
Which helps us greatly with our impact

87
00:04:56,407 --> 00:05:01,355
since UNESCO has a very global reach
for the Learning Cities agenda.

88
00:05:01,504 --> 00:05:04,542
But I want to ask you all now,
if you wouldn't mind,

89
00:05:04,642 --> 00:05:08,360
Emma is going to
pop in the box the link to Slido.

90
00:05:08,460 --> 00:05:14,108
You can head on
your web browser to sli.do or slido.com.

91
00:05:14,614 --> 00:05:17,061
It's like my last name but with an S
at the front.

Pure coincidence, I assure you.

And you enter this code.

I want to ask you some questions, okay.

I want to know,

when I say "research impact",

what does that mean to you?

And that should be the first question
that you see on the Slido.

And if you get stuck,
message in the chat box.

Emma can help.
What does research impact mean?

When I say "research impact", what does that mean to you?

The second question.

Should funding for tackling social challenges be based on impact?

So, should we basically allocate funds based on how impactful something is?

How important is impact in deciding what we fund and what we don't fund?

And three, the third question,
how can we best measure or track
whether our work is having
any real-world impact or not?

So, go ahead and take a minute
to answer these questions.

And while you do,
I'll just share a little bit about
what I think impact is,
and then I'll hand back over to Emma
so we can see what you think impact is.

This is how, and I've put the reference
for this image in the slides.
I like to think about impact as having different levels.

So, if you work in academia,

you'll be very familiar with the red circle here,

which is basically our academic impact.

And we're measured in this in the ref.

We're beaten with this stick when we're considering publications.

We used to rank our journals.
We still do, but it used to be really important to consider the impact factor of the journal you were publishing in. And then with ref, impact became slightly wider. It became about the ripples of the effects that your work has on the community, which is the black circle there. So, it had to do more with whether what you were doing made a difference.
to people in the community,
to people’s lives,

to, say, your academic partners
or your research partners,

your research stakeholders,
even your participants.

But, finally,
we have the grey circle there,

which is a lot harder to evidence,

and that's societal impact.

That's addressing inequalities,
social justice issues,

changing people's lives.

And that's where policy impact can really help shift the narrative.

And, increasingly, policy is directed by what we call useful evidence based

and we now call evidence informed.

So, I'll stop sharing for a minute.

Emma, do we have any findings?

So, we have a little thumbs up,
if I stop share.

Yeah, so, we're just running through the second question.

and I'll make the third question live.

Unfortunately, you can't have them all live at the same time.

So, the third one is live now.

and I'll just put the link in again.

But I can start talking about the first one.
Okay.
Shall I share my screen?

Sure, if you want.
Or you could just talk us through it.

I'll just talk you through because
my laptop is not behaving today.

So, I think that's probably best.

So, the first question,
what does research impact mean to you?

We've had some interesting responses.
There's a lot of overlap.

Mainly the word
positive has come up a lot.
Making positive change, positive difference.

Change, improving, making a difference.

Someone has mentioned the magnitude of research collaboration.

Sorry, contribution.

More engagement with public and third sectors,

and policy and practice changes.

So, a lot of talk about change,
policy, practical change,

00:09:05,753 --> 00:09:07,795
positive change, making a difference,

00:09:07,895 --> 00:09:11,235
which I think is probably a reason
a lot of people get into research,

00:09:11,335 --> 00:09:13,357
particularly social research
in the first place.

00:09:14,601 --> 00:09:15,990
Then the second question,

00:09:17,033 --> 00:09:21,097
should funding for tackling
social challenges be based on impact?

00:09:21,188 --> 00:09:25,582
So, 50% of people have said that
this depends on the subject area.
Seventeen percent, it depends on the funder.

And then an equal split, 17% say yes and 17% say no.

So, quite a diverse range of opinions there and that's something we'll be able to chat about later on. Particularly which subject areas people think it should or shouldn't be taken into account.

And I'll just see what we've got
with the third question.

So, how can we best measure or track real-world impact over time?

Citation metrics,

which, a lot of academics will, of course, be familiar with.

Social media is another one.

I suppose that would be things like

the number of followers and the amount of engagement you get
on social media.
And then we've also got

179
00:10:08,200 --> 00:10:10,600
someone who said, "It depends on
what you're trying to measure",

180
00:10:10,654 --> 00:10:12,913
which is a very good point,
we didn't say.

181
00:10:13,100 --> 00:10:16,608
So, again, that's something
that we'll be able to discuss later.

182
00:10:16,708 --> 00:10:18,255
And I've just had another one.

183
00:10:18,355 --> 00:10:20,543
Statistics,
stakeholder/community feedback,

184
00:10:20,769 --> 00:10:22,638
policy change and implementation.
- So, yeah, I suppose there are different...
- Oh, wow, that's a good answer.

- That's a lot.
- The last one again.

So, statistics,
stakeholder/community feedback,

and, lastly,
policy change and implementation.

Great, I think you've just summed up our presentation.

We can probably stop now.
- Yeah.
- Go home.

192
00:10:41,371 --> 00:10:42,738
Brilliant.
Thank you so much, Emma.

193
00:10:42,838 --> 00:10:44,786
We'll use that
to make a little word cloud

194
00:10:44,886 --> 00:10:46,315
and we'll post that word cloud

195
00:10:48,262 --> 00:10:53,700
when we post the recording
for this video on the UBDC website.

196
00:10:53,800 --> 00:10:55,888
So, if I can just share my screen again.

197
00:10:56,006 --> 00:10:58,875
If I could just say,
sorry, Catherine, before you carry on,
that if people want to ask questions, they can put them in the chat box but also on the Slido.

So, there's a Q&A bit there as well, if that is... If you want the question to be anonymous, for example, you can post it on there.

Great. Thank you so much, Emma.
a tricky, nefarious thing,

defined in very different ways,

and it's certainly assessed in different ways.

I apologise for the sound of my dog.

But today we'll be talking a little bit about how we can create research that is impactful by using multiple types of data,
and triangulating it.

That is something that we're very interested in

at Urban Big Data Centre.

So, most of us are familiar with qualitative and quantitative research.

Qualitative, words, quantitative, numbers,

and never the twain shall meet.
as a social psychologist,

00:12:04,191 -- 00:12:06,763

social psychologists did
numbers and surveys,

00:12:06,863 -- 00:12:08,330

sociologists did words,

00:12:08,430 -- 00:12:11,650

and we were in
the same department at Sussex

00:12:11,750 -- 00:12:13,461

and we used to fight a lot.

00:12:14,041 -- 00:12:18,002

But what we're finding now
as we get into more novel types of data,

00:12:18,102 -- 00:12:20,289

for instance, Big Data,
we see that
when data becomes quite naturalistic,

226
00:12:27,205 --> 00:12:30,900
when it is
social media data, for instance,

227
00:12:31,000 --> 00:12:33,748
when it is even population data,

228
00:12:33,951 --> 00:12:37,394
you can start to play with it
and look for patterns.

229
00:12:37,494 --> 00:12:40,820
And that's at the bottom,
symphonic social science,

230
00:12:40,920 --> 00:12:42,807
which is John Halford's concept.

231
00:12:42,907 --> 00:12:46,900
You basically can start looking for
patterns emerging within data patterns
within patterns,

and it starts to become almost like art.

And I think this is quite
an interesting blurring of the lines.

When we start to look at
natural data that's in our environment,

which
Urban Big Data Centre does a lot of,

it looks at traffic flows,
traffic cameras, cycling data,

mobile phone data,
social media data,

it becomes quite fuzzy
because you can often quantify it

but you can also
discuss it qualitatively

as experience,
as a day in the life of people.

So, Phil will talk us through
a very practical applied example of that

but here's just a quote from
a publication I had with Mike Osborne
a few years ago.

Sorry.

Big Data may be numerically large or beyond the capacity of most relational database systems to manage.

More significantly, it may be continuous (in real-time) with ongoing data collection, or it may be "big" due to the complexity of the data themselves and the need for novel methods.
to capture, analyse, interpret, and visualise.

Data sets are becoming bigger and more open, and it is important to tap into such resources to improve our knowledge of city-wide, not sure of the last word there because I can't see it.

But you get the idea.
That, increasingly, we're no longer talking about

259
00:14:08,933 --> 00:14:11,680
a small survey
with a certain number of people

260
00:14:11,780 --> 00:14:14,386
and a small number of interviews
with a certain number of people.

261
00:14:14,700 --> 00:14:15,759
We're starting to...

262
00:14:15,859 --> 00:14:19,427
We still use
those very tried and trusted methods,

263
00:14:19,636 --> 00:14:23,275
but we can now
couch them in existing data

264
00:14:23,375 --> 00:14:25,038
in different types of novel data.
So, what do I mean then by triangulation?

If we're triangulating different, I like to call them, data strands,

I think of it like weaving together the different data into a brain.

Okay? So, triangulation is really about asking the same question using, sometimes, a different disciplinary perspective,
and a different data set.

But you're asking the same question

and you're coming at it
from a different angle.

So, if you can yield a similar
or a very different answer,

that's the process of triangulation.

So, mixed methodology,
you'll see here, is

usually very different paradigms.
So, for instance, quantitative with qualitative,

experimental with experiential,

surveys and interviews.

Those are mixed methods.

Multi-methods are within a single paradigm.

So, let’s say I was using a dominantly qualitative approach,

I could still be using different types of qualitative.
I could be using a discursive approach or a critical approach alongside phenomenological, lived experience approach.

That is multi-methods.

Either way, my experience is not...

The best way to achieve successful triangulation is not for myself to try to be the Jack of all trades,

but to try and partner with researchers who are very different from me.
And, in this sense, we can use this little image at the bottom,

we can use different methods with different theories,

different paradigms,
different perspectives,

but asking the same question.

And that, for me, is the essence of triangulation.

So, I'll take a little pause for breath here
while I hand over to Phil who will
give us a really practical example of

what this looks like in practice.

Okay.
Thanks very much, Catherine.

So, okay, I'm going to talk to you
a little bit about the iMCD project,

which stands for the Integrated
Multimedia City Data project.

Now, I think this is one of

the Urban Big Data Centre's
long-running successes.
It has been a very productive project and it has sparked a lot of interest outside UBDC.

So, it was set up in 2015 with the brief to address themes of urban living.

Looking back at the original conception, I realised that there were 15 urban research themes.
originally conceived of
to be dealt with by this quite large

00:16:55,314 --> 00:16:58,573
and, I think sprawling
probably isn't the correct word,

00:16:58,673 --> 00:17:01,522
but diverse project.

00:17:01,860 --> 00:17:05,700
So, it's based on studying
the Greater Glasgow region,

00:17:05,800 --> 00:17:08,419
which makes up about 1.2 million people.

00:17:08,519 --> 00:17:10,498
So, that's Glasgow city itself

00:17:10,716 --> 00:17:14,876
and the 7 other
neighbouring local authorities.
The idea of it is to integrate multi-mode data.

So, you've got mixed methods, multi-methods, now multi-mode data.

So, the core of it is a set of data sets based on personal level data.

So, self-reported data and data that's obtained objectively by wearing sensors and, also, you can bring in and link other external data sources to produce
innovative combinations of data.

Now, when I first came into Big Data,

I thought Big Data just meant lots more data than usual.

So, I was a bit surprised when I came across the iMCD project because its core person-level data set is,

it's a household survey of about just over 2000 people,

which, it's okay, it's not that big.
So, as I came to discover more about Big Data,

I realised, of course, as Catherine said, the three Vs,

when, in actual fact, I've discovered about seven Vs of Big Data.

There are probably more now.

It's like fundamental particles in physics.

Anyway. So, it's not so much a question of

the volume of data
in these person-level data sets,

so much as the variety of them,
the ways in which they are collected,

and what you can do with them

to produce innovative
combinations of linkable data sets.

So, as I said, there were
about 15 urban research themes

originally conceived.

In our slightly more constrained set of
interests in education research,
we're interested,
ourselves, in, sort of,

attitudes, literacies, and behaviours.

So, these relate to education
and skills and moving into employment,
sustainability and energy use,
transport,
engagement in cultural life
and civic activity,
and technology use, ICT and things.
So, let me explain a little bit more about the nature of the person-level data sets.

Here's a nice little colourful thing.

So, we start off with the core, this household survey of, let's say, just over 2000 people from 1500 households.

So, this survey was set up with a random stratified sample.
across these eight local authorities in the west of Scotland.

and it was a standard face to face interview type survey.

Now, a sub-set of those people...

Well, everyone who took the survey was asked to fill in a travel diary.

So, that was for one day,
people were asked to fill in a diary of any travel they’d done that day before.

So, the origin and destination of their journeys, the time they’d started and finished the journeys, whether it was, the sort of mode of transport, whether it was walking, cycling, going by car, what have you, and the purpose of the journey.

So, there's a day's data
for most people,

372
00:21:00,580 --> 00:21:02,053
about three quarters of the people,

373
00:21:02,827 --> 00:21:07,454
about how they'd moved around
their neighbourhood or city.

374
00:21:08,646 --> 00:21:11,141
There is about a quarter of people
who didn't travel at all,

375
00:21:11,241 --> 00:21:13,690
so they don't feature
in that travel diary.

376
00:21:14,600 --> 00:21:16,243
But a further sub-set,

377
00:21:22,470 --> 00:21:27,358
we collected data, sort of,
objectively, as I said,
by using worn devices.

So, GPS tracking with 333 people.

Let me see.

So, these are worn devices.

So, these were worn for between two to 11 days and every five seconds of that time,

the GPS coordinates were recorded.

And when the data was
cleaned up and analysed,

386
00:21:56,600 --> 00:22:02,061
it's possible to classify the patterns

387
00:22:02,161 --> 00:22:05,676
in terms of the travel modes
that people have used.

388
00:22:07,232 --> 00:22:10,684
An even smaller sub-set
filled in an activity diary.

389
00:22:10,784 --> 00:22:12,551
So, back to self-reporting.

390
00:22:13,137 --> 00:22:14,854
So, that's reporting whether they,

391
00:22:15,110 --> 00:22:18,766
what things they'd done
during a single day.

392
00:22:19,559 --> 00:22:24,042
Whether it was social stuff or recreational or work or what have you.

Now, an even smaller group still happily donned another fiendish device, a lifelogging device, which is primarily, I think, in terms of the data we've looked at, it captures images every five seconds of the day over a period of a couple of days.

It also collects information on motion, temperature, and what have you.
It was very detailed information.

Which can be switched off, I believe, at moments when it's not appropriate to have photographs taken,

you'll be relieved to hear.

Okay. So, that's the context of

the personal level data.
where we can bring in external data from elsewhere.

One of things we have is 64 million tweets,

gerocoded tweets,

taken during the period when the survey was done,

which was, I forgot to mention, that was, I think, July to, or May to November 2015.

Around about that.
So, it's about six months.

But one of the things that we've done and one of the things I've been particularly interested in myself is bolting on, linking secondary and administrative data to the household survey and travel diary data, for example.

So, the obvious thing that we're interested in in educational disadvantage and place, as you might imagine, is
neighbourhood deprivation.

So, we've linked the Scottish Index of Multiple Deprivation quintiles and deciles to our individual people based through their data zone in which they live.

Another thing that particularly interests us at the moment is the effect of greenspace.
And we've managed to...

One of our data scientists helped us to get a data set based on the Ordinance Survey Open Greenspace data set and the Open Street Map data set, and he calculated the isochrone. So, basically, whether where a person lives is within a ten minute walk to access points to a type of greenspace.
We can classify that greenspace into various types, like parks and gardens, sporting grounds, children's play areas, and the like.

So, we did... A year or so ago, we were doing a little paper, a little paper on, it was quite a big paper in the end,
this was on city information modelling.

So, that's to put it in an even broader context.

And we were considering three things.

The level of learning engagement,

walking behaviour,
and proximity to greenspace.

So, we were considering learning in the, sort of, UNESCO life-wide Learning Cities context of formal, non-formal, and informal education.
So, formal is where you're studying to get a qualification.

Non-formal is where you're studying something that someone else has dreamed up,

but it's not for a qualification.

And there's informal education, which is something you do off your own back.

So, you decided to, you know, learn French

or, in the last 18 months, of course,
we've all learnt how
to make sourdough bread.

That kind of informal learning.

We've got deprivation, as I said,
measured in terms of the SIMD quintiles

and the greenspace access,

if you're within ten minutes' walk of
a greenspace or not.

So, it's a dichotomous variable.

So, we tried to understand
these complex patterns relating to
behaviours and attitudes that were in the household survey.

Particularly about learning engagement.

So, whether or not you’ve done those three types of learning or any one of them in the last 12 months.

So, what we’ve found out from looking simply at the household survey and the greenspace data is that
learning engagement is more likely,

you're more likely to be learning engaged

if you live near a greenspace,

any sort of greenspace.

So, it's, depending on the type of learning engagement,

it's about 1.27 to twice the odds of being learning engaged.
We then looked at this by combining three of our data sources.

The household survey, the travel diary, and the GPS tracks.

In this one, we found that learning engaged people generally walk more often.

So, compared with not walking at all, zero days a week and five to seven days a week,
most days of the week,

then you're more likely to be learning engaged by a factor of 1.7 if you walk every day or five or more days a week.

People who are learning engaged also walk for longer.

The amount of walking people do that has emerged from this survey is that they don't actually walk that much but, even so, there is
a significant difference of about five minutes

between the learning engaged people

and non-learning engaged people

across all the ages.

As I said, we have a particular
interest in the effects of greenspace,
and on, more broadly, on mental health, for example.

But in this particular analysis, partly because of the amount of time people spend walking in greenspace is pretty small, we couldn't find any significant differences between the two.

So, the final aspect I want to mention today, we've done quite a lot more but
there isn’t time to go through it all,

00:29:15,310 --> 00:29:18,817
I’m just going to give a few of
our greatest hits, as it were,

we looked at,
from a more qualitative point of view,

we looked at actually where
and what people are doing
moving around the city

by looking at the GPS tracks.

So, this is, as I said,
a more qualitative illustration.
And it emerges from this,

if I can have the next slide, Catherine,

if you look on the left,

we've got the patterns of
the learning engaged older women,

and on the right,
it's the non-learning engaged.

So, this is
a composite set of their tracks,

in orange for
the learning engaged women
and in blue for the non-learning engaged women.

And there's a suggestion here...

As a statistician, I obviously find this difficult,

but as a student of the qualitative arts,

I can look at this and I can defocus a bit

and I think, well, looking at these,

maybe there's a suggestion here
that learning engaged older women are

walking less in greenspace

and more in the city centre

than non-learning engaged women.

And that, to me, is

a slightly counterintuitive result

or an impression.

And it goes against what I would expect.

So, I think that's

what I want to end with here, is
the idea that by looking at
the same thing from a different angle,

triangulation,

we can find
apparently contradictory results.

But they aren't contradictory.

They're all true.

But we have to find a way,
through our triangulation, of

finding an accommodation with
these apparently contradictory results.

So, part of this is obviously all about impact.

And here's just a little illustration of some earlier work that Catherine did.

And it's illustrating here

a 24 hour period of the pathways

that people were walking around the city of Glasgow.

And it's very pretty.
Thanks so much, Phil.

So, I think Phil has done a really great job of showing a project which has triangulation at the heart of its design, of how it was developed, and the types of data it wanted to capture. Although, it was an unusual task in that it was an open data product,
so it was really collected for other people to use.

And so, as Phil has shown, sort of, one aspect of its use,

this visualisation shows another, which is gendered patterns around the city.

Here's another use that we had as well.

We were very lucky to take it out into IKEA.

I know what you're thinking. That sounds like a strange place
to bring your research.

But we were able to pull some of

the inequalities
in different types of literacies

that we measured in the survey.

For instance,
not just reading and maths,

but financial literacy, ecoliteracy,

health literacy.
And we visualised those with a map of Glasgow.

And we brought it out into IKEA

and the kids made these lovely little badges here,

which they could put together.

Reading literacy, cultural literacy,

ecoliteracy, foreign language literacy.

And we could have a nice conversation with the parents

around this.
We brought it into schools.

We brought it into community centres.

So, it shows that it's not just about the data.

It's about the journey and the story that you're telling.

Which brings me to our next story, which will be Emma sharing a little bit about some of our other projects about gendered inequalities in STEM.
Yes, hi.

So, I'm going to talk briefly about the Gendered Journeys project.

This is an international interdisciplinary project that explores the impact of gender on the experiences of STEM students and graduates as they make their way through higher education and onto employment in the UK, India, and Rwanda.
We wanted to explore this because there remain persistent gender inequalities in STEM across the world, and particularly in South Asia and Sub-Saharan Africa.

On the whole, as you might be aware, these subjects and areas of employment tend to be very male dominated. And, of course, there are intersectional elements to this
related to class and race,

among other things
that we will also be exploring.

So, to explore all of this,

we are taking a mixed methods approach.

And we will be combining
a large scale survey,

which will be done
in India and Rwanda and the UK,

all three contexts,
with STEM students.
We'll be combining that with secondary data analysis.

So, in the UK, we have the HESA data, the Higher Education Statistics Authority.

This is administrative student level data of undergraduates, all students, in fact, and we'll be finding the equivalent in India and Rwanda where we can.
So, we have this Big Data, quantitative data, on the one hand,

and we'll be combining that with qualitative data,

including interviews and focus groups with STEM students and graduates in India and Rwanda.

So, we're mixing scales, levels of data, allowing for triangulation,

as Catherine and Phil have described. And this means we can talk about large scale phenomena or trends.
that we're able to observe,

as well as then individual experience.

So, we can look at experiences in STEM on that qualitative level,

what barriers and facilitators people have experienced.

We can look at personal socioeconomic backgrounds.

So, for example, the impact of having a family member, a parent particularly,
who has already studied STEM themselves.

We can also look at the impact of education on motivations and the confidence in maths and how that impacts these kinds of things.

So, we can look at how all of these things impact experience on that individual level, as well as a sense of belonging within STEM environments, likelihood of dropping out of
or later dropping out of a STEM career,

at those individual

and then these larger group demographic, kind of, population levels as well.

So, because of the, sort of, interdisciplinary and international scope of this project, we have stakeholders in various institutions.
and countries, of course.

So, this enables us to collect these different types of data, bringing a richness to our analysis.

But it also brings multiple impact opportunities within those different organisations, including universities, public and private STEM employers, and, maybe further down the line, primary and secondary schools.
and even state level organisations.

So, we have the potential here for global impact as well,

with contributions to national policy development

in each country and possibly other countries across the world.

A key strategy for this is the development of a gender sensitive toolkit,

which will be made available to students, universities,
employers, and we will also get this out to policy makers in the three countries.

And this toolkit would focus on how to attract girls and women into STEM subjects and how to keep them in the field, as well as, of course, other intersectional elements that we find along the way.

So, this would contribute to initiatives
at various levels of education and employment

651
00:36:55,900 --> 00:36:59,271
to get more underrepresented groups into STEM and to keep them there.

652
00:37:00,159 --> 00:37:02,257
And it also has the possible wider impact of

653
00:37:02,357 --> 00:37:04,633
contributing to sustainable development goals.

654
00:37:04,733 --> 00:37:07,382
I've listed some of the SDGs there on the slide.

655
00:37:07,482 --> 00:37:10,249
Mainly related to education, gender equality, innovation, and employment.
All of which play a key role in developing sustainable equitable economies.

So, we're in the process of collecting the data right now.

So, these bigger policy focus impact activities are in the pipeline.

Instead, I'm going to focus on some media engagement that we've been doing so far.
So, Catherine,
if you could go to the next slide.

664
00:37:36,043 --> 00:37:37,182
There we go.

665
00:37:37,282 --> 00:37:40,760
So, firstly, we have built
and are continuing to build

666
00:37:40,860 --> 00:37:43,729
networks of academic
and non-academic stakeholders.

667
00:37:43,829 --> 00:37:45,417
So, within the project, for example,

668
00:37:45,517 --> 00:37:47,143
we have research advisory boards

669
00:37:47,243 --> 00:37:48,571
in India and Rwanda.

670
00:37:48,671 --> 00:37:50,559
This connects us with other institutions, other academics working in this field, creating more connections, and this will be useful for, well, for getting advice on, for example, developing our data collection instruments. But, also, when we come to disseminating the toolkit,
disseminating the survey,

building these connections early has already proved really useful.

Building non-academic networks and communities takes a little bit more thought.

And this is where we go to social media and the internet.

So, we've started outreach work to create networks with people who are themselves studying or working in STEM,
connecting them with one another and, of course, with the project as well.

So, for example, we have a website, there on the bottom left of the slide.

A website that we update with our events, with blog posts, and any publications.

And we’re also active on Twitter.

And we tweet about anything related to STEM,
particularly opportunities for underrepresented groups.

Mainly internships and things like that.

And any research findings from other projects or any news items related to gender in STEM that might be relevant to our audience.

We have also run events that are not academically focused,
such as happy hours.

And, again, back to the bottom left of the slide,

"An Evening with Angela Saini",

that was one of our happy hours,

which was with the author Angela Saini who wrote the book "Inferior", that you might have heard of.

In that book, she explores sexism within scientific research
and how that then goes on
to influence social beliefs.

So, as you can imagine, that is
not just of interest to academics,
but also people working
within science already and others.

We have another event coming up
taking place prior to COP26,
which I'm sure you've all heard of,
and we're going to be talking about
gender and sustainability.

We've, sort of, subtitled this,
"Why the world needs more female scientists",

and we’re going to be looking at how gender, STEM, the climate crisis, and other inequalities are being tackled in India, Rwanda, and Nepal.

So, this relates to the project but it reaches out beyond it, enabling us to get in touch with more people,
And lastly, we will be writing a piece for The Conversation when we have our findings.

If you haven't heard of it already, The Conversation is a news website that publishes pieces written by academics. So, we've already been speaking to the editors of The Conversation and this will be a great way to get our findings out to a wider audience beyond academics.
And, of course, this is much faster than an academic journal,

which can take a long time, although we will, of course, be publishing there as well.

But this piece will be able to get out there much more quickly.

And once we have this piece written,

we will make sure the university's press office is aware
so that it can then be circulated through those university networks.

So, even though we don't actually have any findings to report yet,

we've already began to build these networks to get the project’s name and logo, which you'll see here on the slide,

out online.

So, we're setting up this infrastructure, which will be invaluable when we do have findings,
when we have our toolkit,

and when we can start to make

those bigger
policy focus impacts for it.

And that's it from me.

Thank you very much, Emma.

So, I think in the first example,
triangulation at the heart of research design.

And I think in the example that Emma has just shared, we've seen a really excellent impact and engagement agenda at multi levels at the heart of the design.

I just wanted to share, it's still the same part of the example,

but we are just finishing a successful gender inequalities
initiative called VisNET,

which is part of the EPSRC's funded projects inequalities matter.

And it was, basically, to address gendered inequalities, specifically in early career academia, women in engineering and computer science who are postdocs, essentially.

So, we had 30 women.
So, you're looking now at a very small cohort who engaged longitudinally over, actually, nearly two years in various institute support in virtual networking.

And this was before COVID.

So, we were one of the first to have set up a Teams, who have piloted virtual conference attendance, who have collaborative networking events for women.
And so, we did a number of initiatives
to address the issue
on the bottom image there of,
you can see, basically,
the narrowing of the pipeline
as women climb the ladder of academia.

And so, we've evidenced,
there on the bottom bar graph,
that you can see
the digital footprint of
our cohort went up from
Time One to Time Two

00:42:56,832 --> 00:42:59,642
pre- and post-VisNET participation

00:42:59,742 --> 00:43:01,341
in Twitter, in LinkedIn,

00:43:01,441 --> 00:43:05,009
in all kinds of online metrics,

00:43:05,109 --> 00:43:07,128
and we're writing that up as a paper.

00:43:07,597 --> 00:43:10,132
However,
probably more pertinent to this,

00:43:10,381 --> 00:43:12,109
when COVID did hit,

00:43:12,518 --> 00:43:17,146
we were able to provide evidence,
written evidence, for Parliament,
basically saying that
inequalities were worsening,
and also a piece for Nature Index
about why inclusion is
more important than ever
and why COVID should be an opportunity
rather than a barrier
for tackling gendered inequalities
that were getting worse
because of home school,

00:43:40,248 --> 00:43:44,946
that were getting worse
when everybody was forced to go home

00:43:45,046 --> 00:43:48,724
and people with
caretaking responsibilities were
disproportionately affected.

00:43:48,824 --> 00:43:50,583
And we teamed up with Evidence Base

00:43:53,500 --> 00:43:56,409
who helped us review
the funding landscape

to show that, actually,
the funding inequalities also got worse
during COVID.

So, I don’t know why
I ended with the social networks here,

but it was just to show that

sometimes a visualisation is
worth a thousand words.

You can see that
the professional networks over time are
displaying different issues,

like overreliance on
one's manager for networks,
that’s the one on the top left there.

And you can see that we can try to take it from being clustered around one person and spread it out.

Likewise, the second one, being too lab-based clustered.

We can diversify the networks through strategically helping women think about the ways that we network,
and promoting them
to reach out and network

outside their management
and lab-based structures.

So, this is something that we,
like I say, have written up

as documented parliamentary evidence

and also in Nature Index,
which has a huge scientific reach.

So, our third and final example.

Sorry if three examples is too much.
But we had more.

These are three different case studies, if you will, about different ways to have impact.

And the third one, I think, has been probably my most successful to date in terms of actual policy change.

So, this is a partnership project.

You can see the partners down the right-hand side.
It's funded by the National Community Lottery Fund.

It is in collaboration with the social enterprise Food Train and the umbrella project, "Eat Well, Age Well".

We approached this very much with an ethical, inclusive, and kind mixed methods methodology.
potentially vulnerable older adults facing food poverty and food insecurity.

So, we knew that we needed to really be researching with and not on people.

So, during this research, we very much reached out into the community. We went to 41 different research sites, which included day centres, lunch clubs, Food Train service users, and we did also end up doing
some postal surveys as well

00:46:20,068 --> 00:46:23,612
for people in hard to reach rural areas.

00:46:24,178 --> 00:46:28,360
So, we really wanted
to look at varying levels.

00:46:28,460 --> 00:46:35,520
We've looked at
national nutritional information

00:46:35,620 --> 00:46:38,525
on healthy ageing,
on healthy nutrition,

00:46:38,783 --> 00:46:42,741
but we went right down to
qualitative interviews as well.

00:46:43,040 --> 00:46:45,649
So, this is just
some results from our survey.
You can see we had an average age of nearly 80 of our participants.

and 169 total older folk in Scotland who took part,

with 17 in-depth interviews.

And, really, we wanted to show that there was a holistic picture,

that it wasn’t just about malnourishment or undernourishment,

that it was a cycle of the relationship between
malnutrition,
or in this case undernutrition,

being related to
social isolation and wellbeing.

And that’s exactly what we found.

We found that poor wellbeing was
associated with greater loneliness,

less social support,

and that was associated, indeed,
with feeling more food insecure

and being at risk of undernutrition.
Risks of undernutrition for older folk include rapid recent weight loss, family concern over weight loss, rings becoming looser.

So, we had very practical measures, but we also measured the height and weight and had the BMI of all of our participants. So, there was a lot of thought that went into it.
There was a lot of signposting for onward support.

And we were particularly interested in the people who were in receipt of food support services and those who were in the community.

So, I’m not here to show you necessarily the findings of that.

You can access... We have an open source paper online.
And, by the way, in these slides,

which you'll receive afterwards,

there are links to
all of these academic outputs,

policy papers,
and blogs in the footnotes.

But it was just interesting that
the qualitative findings really helped
bring alive this message

because what we found was
a story of social eating, basically.
That it wasn't actually about finances,
it wasn't about economics,

it wasn't even about food banks.

Partly that was the story.

Partly it was about the changing
time as well.

You know, you've lost your local shop.

You don't recognise
how the aisles are set up.

So, there were physical barriers,
but there was this huge thing around whether food was perceived to be still enjoyable or not.

And that was very much tied into a sense of isolation and loss.

So, here are two quotes.

"It was different when my husband was alive."

Sorry I'm not Scottish.

"I liked if he said, 'Well, I've enjoyed that'."
you know, if you cook something.

But now, it doesn't matter."

Or "This spiral of, 'Ach, ah can't be bothered eatin' it's just for me'

and 'There'll be nobody coming round'

so I don't need to cook for anyone else."

So, we found financial barriers not as prominent as both the personal social isolation
but also the structural societal issues.

So, "Now, where I live, we've had both a butcher and a fish shop close" and this is due to get worse again with COVID.

We did this pre-COVID.

And the last one. "People have been very good, but uh, it can be a thing, and aye and anxiety sometimes, you know."
I've not got the energy
to go across the town

and get some messages."

And, again, with COVID,

we have an actual greater barrier
to leaving the house for older folk.

So, we came up with this cycle of
food insecurity and malnutrition risk.

And we were super lucky
to be asked to provide evidence

because Scotland's considering
enshrining the right to food into law.
So, we hosted a parliamentary event where we able to invite MSPs to speak to the issue to provide our evidence in greater detail. And I can provide you with the video to that webinar link. So, this has turned out to be something which has a great social media presence as well. So, you can follow
"Eat Well, Age Well" online,

00:51:04,720 --> 00:51:09,138
you can follow Food Train online,
you can look at how policy and practice

00:51:09,238 --> 00:51:12,366
around food as a human right

00:51:12,466 --> 00:51:19,516
and undernutrition
as an unseen killer in older adults is

00:51:19,616 --> 00:51:21,865
now really a topical issue.

00:51:22,191 --> 00:51:26,188
So, what can we learn
from all three of these examples?

00:51:26,288 --> 00:51:28,754
And then we'll break up
for you to think about
how you can apply this, maybe, to your own work.

Number one, in each of these examples,

you can see that we're really about telling the story of the data.

So, it's about asking the questions in different ways and trying to bring it together for a really good data story, if you like.

So, for instance, in Food Train,
when COVID hit, we were able to very rapidly take messages from this, and likewise in VisNET, take messages from our findings for the pandemic. You know, what are some short, sharp lessons we have here about food insecurity. And we know it's about isolation.
Okay, we need to promote the befriending scheme.

And they moved rapidly from in-person befriending to phone befriending.

And meal sharing, how can meal making and meal sharing take off in the pandemic safely?

So, how can we do grocery delivery?

How can we roll that out on a more massive scale?
How can we use that impact to apply for future funding and expansion of Food Train?

Because, right now, it's only in eight local authorities in Scotland.

How can it help us redefine the conversation, redefine the discourse?

And it is really helpful that...

It has really helped us
talk about malnutrition risk

946
00:52:56,524 --> 00:53:00,218
not in terms of food banks
but in terms of social concepts

947
00:53:00,318 --> 00:53:03,427
and in terms of that losing weight is

948
00:53:03,527 --> 00:53:06,115
not a natural part of
the ageing process.

949
00:53:06,214 --> 00:53:08,502
It is a warning signal

950
00:53:09,000 --> 00:53:12,871
for physical and mental health issues.

951
00:53:13,352 --> 00:53:16,123
It helped us to argue
for increasing support.

952
00:53:16,372 --> 00:53:20,471
It helped us also to reach out
and engage with different stakeholders.

We took our findings
back to our older folk.

We had afternoon teas,
we had a ukulele band there.

We were able to tell the story with them
and see if it really rang true.

But we were also able to have
a more academic conference
where we invited MSPs to speak,
journalists,
ageing groups like Age UK.

So, increase support,

increase your networks,
like Emma was saying,

to get the word out.

So, we really need to think
at the start of these projects,

it's not enough anymore to say,
"And then we had a report".

It's really thinking about
different levels of impact
with different stakeholders

and how for some, you know,

creating a film which you could
then show in schools, in Parliament,

in different aspects will work.

How can I triangulate the data
and make the most of the visualisations

for a policy paper versus
what we're doing here now, a webinar?

Which are increasingly impactful.
So, I've put some little asterisks there to show the specific Food Train examples of these types of engagement and outreach.

But you might, you know, want to use them to develop your own.

We had, at the conference for multi stakeholders, we had a cartoonist making visual minutes there.
We had an older adult panel.

So, we had a whole panel of older folk talking about, you know,

the policy that was being debated and what it meant to them,

what it meant to their lives,

and...

Oops, excuse me.

And there is a link, just a screen capture from the piece that we wrote for Policy Scotland,
which had a link to the event and the webinar recording.

And you can see, then people go to parliamentary events and it's there in perpetua, it's there forever, essentially, or at least until they wipe their Policy Scotland archives.

So, just wrapping up then.

We're wrapping up the "I speak at you, you listen" part.
Data lessons that I've learned.

Consider novel and innovative data.

Consider existing data.

Consider quantitative and qualitative data archives.

For instance, UKDS has qualitative data, it is increasingly made open.

I think we have a duty to make use of data that has already been collected.
because that's tax payer money
if it's UKRI research

and somebody might have
already looked at that issue.

Even if it's not with your population,

it's a really great place to start.

Consider also, increasingly,

social media
and naturally occurring data.

Of course, there's ethics to this.
There's ethics to everything that Phil was talking about with the lifelogging camera images.

But sometimes it's worth going through the ethical hoops in order to use more creative methodologies.

Think about blurring the boundaries.

So, don't just think about, "I had a survey and I had a qualitative."
Think about how they work together.

Are they sequential?
Are they parallel?

Do they feed into each other in an iterative way?

Or do you actually use art space methods to blur the line?

Think about closing the loop.

Can I get from numbers to a holistic story?

Or can I get from a lived experience to a national level data story?
So, triangulation, interdisciplinarity, and DIVERSE impact in knowledge exchange activities are all something to think about in your work.

Increasingly, for PhDs, I've had this conversation, I know one of my PhDs is here, Zy, increasingly, for PhDs, we're more interested in
impactful work than necessarily a good journal article output.

So, if you can show that you’re taking your work out into communities, out to university stakeholders, and trying to change things, that is a really powerful indicator of the success of your PhD work.

But, yes, we know that there are definite privacy tensions.

We’ve got the open data science framework
which tells us that good practice is
to make sure that your data is archived,

your data is open accessible.

However, you might be
working with vulnerable populations

and there might be
privacy tensions there

about risks of disclosure
and being GDPR compliant.

So, we know that this is
a simplistic way of looking at the world
but we do need people
to want to engage, to feel heard.

If we want
the policy makers to hear though,

we also need to learn
to speak policy maker language.

So, we need people to want
to be heard and to engage with policy,

we need policy makers
to want to listen to our story.

And like it or not,
policy makers like numbers.
They like Big Data.

But they don't just want numbers.

You know?

They like stories.

So, how can we integrate those together to make a good message?

So, I'm not going to read this slide.

But I did actually put a lot of thought into it.

So, this is one, when you
watch it back, to think about later.

When you as a researcher are entering the world of impact,

if you're entering the world of policy change,

first you need to think about why.

What are your motivations here?

Is it social justice?
Is it policy change?

Is it hard to reach populations?
Have a look at what is being debated.

00:59:03,022 --> 00:59:05,410
What is in the press,
what is in politics.

00:59:05,537 --> 00:59:08,626
Are there organisations
who are already involved in here?

00:59:08,726 --> 00:59:10,834
Reach out to them,
put yourself forward.

00:59:11,014 --> 00:59:12,603
Even if it means, you know,

00:59:13,222 --> 00:59:15,071
volunteering internships, you know.

00:59:15,171 --> 00:59:17,056
Make those links because

00:59:17,156 --> 00:59:20,060
connecting is key to all of the examples that we have here.

None of these are done by a single researcher alone.

Then, if you do want to make policy change, look at what is lacking already in the evidence out there.

Look at the skills that are lacking.

So, one way to do this, if you jump down, is to engage with the SPICe team here in Scotland.
They're the Scottish Parliamentary...

Basically, they're the people who link academics to policy makers to try and fill that evidence gap.

So, that's one way. But you can also just literally reach out to MPs and MSPs who are interested in your particular issues.

Think carefully about the types of
events that will draw people in.

Here in Scotland, you can do lunchtime events.

So, you can invite MSPs.

You can get a glossy thing into their real inbox

or their virtual inbox saying, "Come along for a lunch discussion".

You can have evening events,

which I know we've held one for unseen disabilities.
And all kinds of different things.

But think, "How can I get, how can I invite people, how can I reach into communities but how can I invite people into my work as well?"

And then, you want to think very differently for public dissemination.

You want to look at the public discourses.
Are there competing discourses?

Is there disinformation?

What are the main outlets for getting this out here?

Even if it's social media,
it's a very different outlet on Instagram to Twitter to TikTok, for instance.

You see academics increasingly on TikTok.
And think about, what is the best venue for that?

Tag people in.

You know, the same thing about connecting and making links matters for social media.

Thinking also about engaging journalists.

Academics tend to view journalists with scepticism.

Emma talked about The Conversation.
But I think you can have really...

The BBC are looking for news stories.

So, if you could learn to communicate in a simple three key messages type of way.

But get some training.

There's social media training. There's regular media training.

Get media savvy. Use user-friendly language.
And you can actually make a lot more of your work if you put some thought into this aspect of,

"Who do I want to communicate with? And how can I change the narrative?"

So, that comes to the end of the "We speak at you, you listen" part and we're a little bit over what I had hoped.
But we still have a good half an hour

1121
01:02:01,363 --> 01:02:03,402
to engage in our next activity.

1122
01:02:03,502 --> 01:02:06,120
So, Emma, do you want
to just say a little bit about

1123
01:02:06,220 --> 01:02:08,497
what we’re going to do.
We’re going to head over to the,

1124
01:02:09,056 --> 01:02:10,845
head into breakout rooms

1125
01:02:10,945 --> 01:02:14,533
and head over to the Miro board
to discuss these two questions.

1126
01:02:14,633 --> 01:02:16,240
So, I’m going to hand over to Emma.

1127
01:02:16,631 --> 01:02:18,572
Yeah.
So, I've just posted the link to the Miro board

and we will...

Are we going to go into three breakout rooms?

So, we'll go into three.

And the number of your breakout room is

the part of the board you need to zoom in on.
So, we have breakout room one,

01:02:35,882 --> 01:02:37,661
which has got a green background.

01:02:37,821 --> 01:02:42,115
Breakout room two is orange.
And breakout room three is yellow.

01:02:42,632 --> 01:02:45,600
So, on the Miro board,
there are questions.

01:02:45,700 --> 01:02:48,236
One related to policy and research,

01:02:48,336 --> 01:02:51,285
and then the other
to social media and research.

01:02:51,438 --> 01:02:53,998
And we’re going to
talk through those questions
and you can add post-it notes
to the Miro board if you would like.

Otherwise, we'll be adding things there
to get some ideas down
and just have a chat about it.

Great.
Emma, have you put the link
to the Miro board in the chat?

I'm sure you have.
Yeah.

Okay, great.
So, I see we've lost a few people
and that's fine.
Interactive's not for everyone.

But there's no, I should have said,
there's no pressure to have
registered for Miro
because we can do
the sticky notes for you
or you can join with us.
I'll just send everybody
to breakout rooms now.
And Phil or Emma, could you copy those questions into the chat?

1155
01:03:31,127 --> 01:03:34,204
Just so we have them as well.

1156
01:03:34,304 --> 01:03:37,820
Alrighty.
So, three breakout rooms coming up.

1157
01:03:37,872 --> 01:03:41,891
And then we'll talk about how we can orient our own research for these different audiences.

1158
01:03:42,560 --> 01:03:45,139
So, welcome back, participants.

1159
01:03:46,159 --> 01:03:48,879
I think a few people might still be joining back.
But thank you all so much for our fun activity.

I'm going to ask each group to just maybe pick a person to share back briefly.

But what we can do is, we'll have Emma tidy up our little boards and what we can do is, when you're finished, when we're done, I'll make sure that we email all attendees.
a copy of the slides,

a lovely screen capture of our board,

and a recording of this session,

so that you can go back over

and have a think about

what we've discussed.

But can I just ask...

We ended up having

only two groups in the end, didn't we?
I thought we had three.

But maybe I could ask for a volunteer from Emma and Phil's group.

Do you want it to be Emma or Phil or somebody else?

Yeah.

So, we had...

We mostly focused on the policy question and we got into a really interesting discussion about the tension between
wanting to create change

but then resistance to that change
because of how fixed structures are

within, for example, education,
within institutions like universities.

So, how do you get people
to engage with and challenge
their perceptions of what might work?

And that can even be with
people who are vulnerable

who you are trying to help.
We didn't really come up with a solution but we spoke a lot about engaging with lay people, using a kind of vocabulary that is not academic, is not jargony, combining stories and numbers, going slow and steady, and making sure that, in the first instance,
your research is relevant and engaging

1196
01:05:35,788 --> 01:05:37,527
with all stakeholders
from the beginning.

1197
01:05:37,800 --> 01:05:40,306
And we very, very briefly
spoke about social media.

1198
01:05:40,406 --> 01:05:42,533
And the main question was,
does it actually work?

1199
01:05:42,842 --> 01:05:44,850
Does Twitter actually do anything?

1200
01:05:46,027 --> 01:05:49,625
So, yeah, that was
where we sort of got there really.

1201
01:05:51,502 --> 01:05:53,603
Thank you very much.
I think we had much more
practical discussion. This sounds like you got
quite philosophical there. But, brilliant.

Would anybody from our group like to feedback?

I think you've heard enough of me, so.

Does anybody want to feedback a little bit on some of the post-it notes?

Either from social media or policy.
Sure.
I'll jump in.

- So...
- Which one do you want to feedback on, Brittney?

Well, I mean, funnily enough,

a lot of our answers overlapped quite a bit

for both questions one and two.

But for social media,
we focused a lot on,

1216
01:06:25,332 --> 01:06:27,187
like, the importance of an image

1217
01:06:27,287 --> 01:06:29,616
as well as a hashtag
that draws people in.

1218
01:06:30,530 --> 01:06:34,239
Also, links that
people can click through

1219
01:06:34,339 --> 01:06:37,104
to get them to more interactive
bits about the research.

1220
01:06:38,233 --> 01:06:39,992
If I could just
jump over to question one,

1221
01:06:40,092 --> 01:06:44,910
we had, like, the overlap with having
infographics or images are going to
pull people in, a way for people to easily digest information quickly,

and what will get them interested in reading more about the research.

And then, also, for question one,

making sure that there are numbers accompanying the words

because, at the end of the day, policy makers do want to see

what they feel is much more concrete evidence of things.
So, making sure that we include statistics and the numbers

to accompany the words.

Great, did anyone else from the group want to jump in?

Anything we missed?

It's a fair summary.

A good overlap between how you appeal to people on social media and how you appeal to people in Parliament.
The one thing I would add that I've found when I've read policy briefs is the emphasis they all seem to have on when a goal can be achieved or what, sort of, interim goals have they put in place for this to happen. And they have a lot of metrics to measure how far they've got, how much progress they've got left to go.
And I think that can be quite attractive to somebody from a policy standpoint because they know what, you know, they’re aiming towards.

Yeah, I like that.

You said, think about what you want to change, think about the timeline for change, think about the key players in that change. Which was quite simple, so...
Wonderful.
Well, believe it or not,

we're bang on time.

I feel like we could have discussed a lot more.

But what I will do is

I'll leave the call open for Question and Answers

and I'll hang on here to answer some questions.
But I'm going to stop the recording

01:08:30,259 --> 01:08:32,538
and, like I said, I'll make sure that

01:08:32,638 --> 01:08:36,255
Rhiannon emails you all
the slides, the recording,

01:08:36,355 --> 01:08:39,542
and our lovely little,
is it minty board?

01:08:39,642 --> 01:08:41,111
I can't, I forgot the name of it.

01:08:42,149 --> 01:08:43,407
- Which is it, Emma?
- Miro.

01:08:43,772 --> 01:08:46,920
Miro board, the lovely Miro board
that you've all created.
But we're very contactable

so the final slide, that I'm no longer screen sharing, is

basically a slide for getting in contact with Urban Big Data Centre.

The web link's there.
You can access our data.

We've got so many different types of data.

You can access the skills training videos

for all of our skills
and capacity building events.

01:09:09,161 --> 01:09:11,812
Or you can just get in touch
and tell us about your work.

01:09:11,912 --> 01:09:13,550
So, thank you all so much for coming.

01:09:13,705 --> 01:09:16,447
And we look forward to
engaging with you in the future.