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

6

00:00:20,659 --> 00:00:23,983

who will be speaking about

gendered inequalities in STEM,

7

00:00:24,083 --> 00:00:27,427

as well as Dr Phil Mason,

who is our research fellow

8

00:00:27,930 --> 00:00:32,401

on educational disadvantage and place

who will be speaking a little bit about

9

00:00:32,501 --> 00:00:34,814

our iMCD project.

10

00:00:35,195 --> 00:00:37,309

So, how will the session work?

11

00:00:37,409 --> 00:00:41,746

We're going to introduce you broadly

to some concepts about impact

12

00:00:41,846 --> 00:00:46,076

and triangulation

and why we think it's important.

13

00:00:46,269 --> 00:00:50,470

We'll do a quick little Slido there

to get your thoughts about impact.

14

00:00:50,699 --> 00:00:53,918

And then we'll move on to

three practical examples.

15

00:00:54,018 --> 00:00:56,456

The first one, like I said, was iMCD.

16

00:00:56,556 --> 00:01:00,104

It's an open data product we have

at the Urban Big Data Centre.

17

00:01:00,533 --> 00:01:03,363

And Phil will talk to you

a little bit about what it is,

18

00:01:03,551 --> 00:01:05,717

how it shows novel data linkages,

19
00:01:05,817 --> 00:01:07,915

how it can be used in GIS mapping,

20
00:01:08,100 --> 00:01:10,900

and we can tell you a little bit about
the Twitter dashboards that are

21
00:01:10,900 --> 00:01:12,908

available from it as well.

22
00:01:13,008 --> 00:01:14,940

Then we'll move on to example two,

23
00:01:15,040 --> 00:01:17,668

gendered journeys
or inequalities in STEM.

24
00:01:17,836 --> 00:01:21,273

And we'll talk a little bit about
how that has been investigated by us

25
00:01:21,373 --> 00:01:23,512

or is being investigated by us,

26
00:01:23,652 --> 00:01:25,700
with secondary data, interviews,

27
00:01:25,800 --> 00:01:29,308
such as motivational interviews
and lived experience interviews,

28
00:01:29,408 --> 00:01:32,347
also some fun stuff
we did in the VisNET project

29
00:01:32,447 --> 00:01:35,406
around digital footprints
and social network analysis.

30
00:01:35,826 --> 00:01:40,695
And finally, our final example is about
social enterprise partnerships,

31
00:01:40,795 --> 00:01:43,284
and I'll give the example of Food Train

32

00:01:43,384 --> 00:01:45,924

or food insecurity in older adults

33

00:01:46,024 --> 00:01:47,400

and some things we've done there

34

00:01:47,500 --> 00:01:50,888

with secondary data, surveys,

and lived experience interviews.

35

00:01:51,268 --> 00:01:54,727

But this isn't just

a promotional piece of work.

36

00:01:54,827 --> 00:01:56,884

Although, this is my promotional slide.

37

00:01:57,654 --> 00:02:00,702

Really, we're going to have

an interactive aspect

38

00:02:00,802 --> 00:02:04,959

so we hope at least half of

this webinar will be us breaking up

39

00:02:05,059 --> 00:02:06,800

into small breakout groups

40

00:02:06,900 --> 00:02:09,599

and getting you to think

about your own research

41

00:02:10,245 --> 00:02:15,485

and how you might orient that for

greater impact, say, for policy change

42

00:02:15,658 --> 00:02:20,590

or, alternatively,

for something like social media impact.

43

00:02:20,690 --> 00:02:22,822

Okay?

So, we'll contrast the two together.

44

00:02:22,922 --> 00:02:26,384

And I think you might have

received a note about using Miro.

45

00:02:26,801 --> 00:02:30,333

It's okay if you don't know how

or you've never done it before.

46

00:02:30,433 --> 00:02:32,940

It's just a sticky note brainstorming

47

00:02:33,040 --> 00:02:39,669

that will help lead you through

for some ideas about how we can make

48

00:02:39,897 --> 00:02:43,618

more impactful use of our own research.

49

00:02:43,718 --> 00:02:44,847

So, who am I?

50

00:02:45,456 --> 00:02:47,145

I'm Professor Catherine Lido.

51

00:02:47,422 --> 00:02:49,811

I'm a Professor of

Psychology and Adult Learning

52

00:02:49,911 --> 00:02:52,676

in the School of Education

at the University of Glasgow.

53

00:02:53,623 --> 00:02:56,951

I'm also Associate Director

at the Urban Big Data Centre

54

00:02:57,051 --> 00:03:00,841

and Deputy Director of

the PASCAL International Observatory

55

00:03:01,354 --> 00:03:02,452

in Europe.

56

00:03:03,062 --> 00:03:04,561

I'm a social psychologist.

57

00:03:04,661 --> 00:03:08,270

These are some of the frameworks

that my work has stemmed from.

58

00:03:08,370 --> 00:03:12,727

But you can see that, whether I'm using

social identity or social capital

59

00:03:12,827 --> 00:03:17,386

or trying to put it in

some sort of urban spatial context,

60

00:03:17,512 --> 00:03:22,130

that I'm very interested in

novel data, mixed data,

61

00:03:22,340 --> 00:03:27,928

and, for my research, I'm interested in

how we can explore learning inclusion

62

00:03:28,028 --> 00:03:29,756

with those different types of data.

63

00:03:31,708 --> 00:03:36,067

But Urban Big Data's remit is

probably a bit wider than that.

64

00:03:36,167 --> 00:03:39,984

It's about promoting

the use of data, for sure.

65

00:03:40,523 --> 00:03:43,542

They've got

vast data collections and data services.

66

00:03:43,721 --> 00:03:46,671

It's also about

teaching and capacity building.

67

00:03:46,771 --> 00:03:50,893

So, this workshop is part of

their remit of trying to offer

68

00:03:51,553 --> 00:03:56,233

skills and knowledge around data.

69

00:03:56,563 --> 00:04:02,023

And finally, to develop world-leading

and impactful urban research.

70

00:04:02,123 --> 00:04:05,630

So, we'll talk about what exactly

we mean by impact in a minute.

71

00:04:05,730 --> 00:04:08,946

And if the co-hosts wouldn't mind

keeping an eye on muting people,

72

00:04:09,214 --> 00:04:10,775

admitting people and muting people.

73

00:04:10,875 --> 00:04:12,125

Thanks, co-hosts.

74

00:04:13,813 --> 00:04:16,622

It's a team player type event

75

00:04:16,722 --> 00:04:17,792

and who is the team?

76

00:04:18,400 --> 00:04:21,029

It's the Educational

Disadvantage and Place team,

77

00:04:21,990 --> 00:04:24,919

of which you can see

Phil Mason and Emma's names here

78

00:04:25,019 --> 00:04:26,649

on the long list of people

79

00:04:26,749 --> 00:04:29,528

who are interested in

exploring inequalities,

80

00:04:29,628 --> 00:04:32,309

like educational inequalities,

81

00:04:32,558 --> 00:04:36,740

health inequalities, economics,

sustainability, citizenship, culture.

82

00:04:36,840 --> 00:04:41,677

These are all topics that

Urban Big Data Centre, but also

83

00:04:41,777 --> 00:04:44,665

the PASCAL International Observatory are

84

00:04:44,765 --> 00:04:48,134

interested in because

we work very closely with

85

00:04:48,234 --> 00:04:52,351

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

92

00:05:17,469 --> 00:05:20,329

at the front.

Pure coincidence, I assure you.

93

00:05:20,619 --> 00:05:24,223

And you enter this code.

I want to ask you some questions, okay.

94

00:05:24,323 --> 00:05:28,138

I want to know,

when I say "research impact",

95

00:05:28,238 --> 00:05:29,497

what does that mean to you?

96

00:05:29,597 --> 00:05:34,174

And that should be the first question

that you see on the Slido.

97

00:05:34,355 --> 00:05:37,205

And if you get stuck,

message in the chat box.

98

00:05:37,305 --> 00:05:40,382

Emma can help.

What does research impact mean?

99
00:05:40,482 --> 00:05:43,740
When I say "research impact",
what does that mean to you?

100
00:05:45,669 --> 00:05:47,087
The second question.

101
00:05:48,684 --> 00:05:53,392
Should funding for tackling
social challenges be based on impact?

102
00:05:53,650 --> 00:05:59,368
So, should we basically allocate funds
based on how impactful something is?

103
00:06:00,626 --> 00:06:05,101
How important is impact in deciding
what we fund and what we don't fund?

104
00:06:05,593 --> 00:06:07,602
And three, the third question,

105

00:06:08,119 --> 00:06:10,692

how can we best measure or track

106

00:06:10,892 --> 00:06:14,939

whether our work is having

any real-world impact or not?

107

00:06:15,729 --> 00:06:19,618

So, go ahead and take a minute

to answer these questions.

108

00:06:19,700 --> 00:06:21,778

And while you do,

I'll just share a little bit about

109

00:06:21,878 --> 00:06:23,567

what I think impact is,

110

00:06:23,667 --> 00:06:28,046

and then I'll hand back over to Emma

so we can see what you think impact is.

111

00:06:29,066 --> 00:06:34,283

This is how, and I've put the reference

for this image in the slides.

112

00:06:34,737 --> 00:06:38,827

I like to think about impact

as having different levels.

113

00:06:38,917 --> 00:06:40,967

So, if you work in academia,

114

00:06:41,067 --> 00:06:43,925

you'll be very familiar

with the red circle here,

115

00:06:44,180 --> 00:06:47,300

which is basically our academic impact.

116

00:06:47,400 --> 00:06:49,328

And we're measured in this in the ref.

117

00:06:49,567 --> 00:06:53,554

We're beaten with this stick

when we're considering publications.

118

00:06:53,654 --> 00:06:55,814

We used to rank our journals.

119

00:06:55,914 --> 00:06:57,883

We still do,

but it used to be really important

120

00:06:57,983 --> 00:07:01,161

to consider the impact factor of

the journal you were publishing in.

121

00:07:01,611 --> 00:07:04,990

And then with ref,

impact became slightly wider.

122

00:07:05,090 --> 00:07:08,999

It became about the ripples of

the effects that your work has

123

00:07:09,557 --> 00:07:12,100

on the community,

which is the black circle there.

124

00:07:12,200 --> 00:07:16,202

So, it had to do more with whether

what you were doing made a difference

125

00:07:16,302 --> 00:07:19,200

to people in the community,

to people's lives,

126

00:07:19,300 --> 00:07:22,851

to, say, your academic partners

or your research partners,

127

00:07:22,951 --> 00:07:25,932

your research stakeholders,

even your participants.

128

00:07:26,313 --> 00:07:30,300

But, finally,

we have the grey circle there,

129

00:07:30,400 --> 00:07:32,512

which is a lot harder to evidence,

130

00:07:32,612 --> 00:07:34,354

and that's societal impact.

131

00:07:34,454 --> 00:07:37,712

That's addressing inequalities,

social justice issues,

132
00:07:37,812 --> 00:07:38,994
changing people's lives.

133
00:07:39,094 --> 00:07:44,215
And that's where policy impact can
really help shift the narrative.

134
00:07:44,315 --> 00:07:50,581
And, increasingly, policy is directed by
what we call useful evidence based

135
00:07:50,681 --> 00:07:52,720
and we now call evidence informed.

136
00:07:52,949 --> 00:07:54,594
So, I'll stop sharing for a minute.

137
00:07:54,694 --> 00:07:56,617
Emma, do we have any findings?

138
00:07:56,717 --> 00:07:59,335
So, we have a little thumbs up,

if I stop share.

139
00:08:00,633 --> 00:08:04,400
Yeah, so, we're just

running through the second question

140
00:08:04,500 --> 00:08:06,120
and I'll make the third question live.

141
00:08:06,220 --> 00:08:08,977
Unfortunately, you can't have them

all live at the same time.

142
00:08:09,758 --> 00:08:12,164
So, the third one is live now

143
00:08:12,264 --> 00:08:16,061
and I'll just put the link in again.

144
00:08:16,829 --> 00:08:22,436
But I can start

talking about the first one.

145
00:08:23,625 --> 00:08:25,482

Okay.

Shall I share my screen?

146

00:08:25,829 --> 00:08:28,641

Sure, if you want.

Or you could just talk us through it.

147

00:08:28,799 --> 00:08:31,569

I'll just talk you through because

my laptop is not behaving today.

148

00:08:31,669 --> 00:08:33,177

So, I think that's probably best.

149

00:08:33,277 --> 00:08:36,075

So, the first question,

what does research impact mean to you?

150

00:08:37,100 --> 00:08:41,218

We've had some interesting responses.

There's a lot of overlap.

151

00:08:41,318 --> 00:08:43,506

Mainly the word

positive has come up a lot.

152

00:08:43,606 --> 00:08:45,985

Making positive change,

positive difference.

153

00:08:47,084 --> 00:08:50,350

Change, improving, making a difference.

154

00:08:51,228 --> 00:08:54,586

Someone has mentioned

the magnitude of research collaboration.

155

00:08:55,255 --> 00:08:56,663

Sorry, contribution.

156

00:08:57,293 --> 00:08:59,859

More engagement with

public and third sectors,

157

00:08:59,959 --> 00:09:01,929

and policy and practice changes.

158

00:09:02,081 --> 00:09:05,653

So, a lot of talk about change,

policy, practical change,

159
00:09:05,753 --> 00:09:07,795
positive change, making a difference,

160
00:09:07,895 --> 00:09:11,235
which I think is probably a reason
a lot of people get into research,

161
00:09:11,335 --> 00:09:13,357
particularly social research
in the first place.

162
00:09:14,601 --> 00:09:15,990
Then the second question,

163
00:09:17,033 --> 00:09:21,097
should funding for tackling
social challenges be based on impact?

164
00:09:21,188 --> 00:09:25,582
So, 50% of people have said that
this depends on the subject area.

165

00:09:27,020 --> 00:09:29,078

Seventeen percent,

it depends on the funder.

166

00:09:29,825 --> 00:09:33,577

And then an equal split,

17% say yes and 17% say no.

167

00:09:34,666 --> 00:09:38,376

So, quite a diverse

range of opinions there

168

00:09:38,476 --> 00:09:41,404

and that's something

we'll be able to chat about later on.

169

00:09:41,813 --> 00:09:43,500

Particularly which subject areas

170

00:09:43,600 --> 00:09:47,423

people think it should

or shouldn't be taken into account.

171

00:09:47,518 --> 00:09:50,197

And I'll just see what we've got

with the third question.

172
00:09:50,646 --> 00:09:54,296

So, how can we best measure

or track real-world impact over time?

173
00:09:54,976 --> 00:09:56,383

Citation metrics,

174
00:09:56,483 --> 00:09:59,272

which, a lot of academics will,

of course, be familiar with.

175
00:10:00,202 --> 00:10:01,780

Social media is another one.

176
00:10:01,880 --> 00:10:03,419

I suppose that would be things like

177
00:10:03,519 --> 00:10:05,927

the number of followers

and the amount of engagement you get

178
00:10:06,027 --> 00:10:08,155

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.

185

00:10:23,500 --> 00:10:25,487

- So, yeah, I suppose there are different...

- Oh, wow, that's a good answer.

186

00:10:25,587 --> 00:10:27,514

- That's a lot.

- The last one again.

187

00:10:27,713 --> 00:10:31,172

So, statistics,

stakeholder/community feedback,

188

00:10:32,450 --> 00:10:34,838

and, lastly,

policy change and implementation.

189

00:10:35,128 --> 00:10:37,793

Great, I think you've just

summed up our presentation.

190

00:10:37,893 --> 00:10:39,393

We can probably stop now.

191

00:10:39,493 --> 00:10:41,022

- 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,

198

00:10:58,975 --> 00:11:03,043

that if people want to ask questions,

they can put them in the chat box

199

00:11:03,143 --> 00:11:04,381

but also on the Slido.

200

00:11:04,481 --> 00:11:07,005

So, there's a Q&A bit

there as well, if that is...

201

00:11:07,091 --> 00:11:08,953

If you want the question

to be anonymous, for example,

202

00:11:09,053 --> 00:11:10,286

you can post it on there.

203

00:11:11,227 --> 00:11:14,442

Great.

Thank you so much, Emma.

204

00:11:14,542 --> 00:11:18,995

So, you can see that impact is

a tricky, nefarious thing,

205
00:11:19,095 --> 00:11:20,904
defined in very different ways,

206
00:11:21,004 --> 00:11:23,846
and it's certainly
assessed in different ways.

207
00:11:24,645 --> 00:11:27,236
I apologise for the sound of my dog.

208
00:11:28,135 --> 00:11:32,167
But today we'll be talking
a little bit about how we can

209
00:11:32,878 --> 00:11:38,307
create research that is impactful

210
00:11:38,400 --> 00:11:42,481
by using multiple types of data,

211
00:11:42,581 --> 00:11:44,692
innovative data, novel data,

212

00:11:45,164 --> 00:11:46,653

and triangulating it.

213

00:11:46,753 --> 00:11:50,668

That is something that

we're very interested in

214

00:11:50,768 --> 00:11:52,469

at Urban Big Data Centre.

215

00:11:52,678 --> 00:11:57,199

So, most of us are familiar with

qualitative and quantitative research.

216

00:11:57,299 --> 00:11:59,400

Qualitative, words,

quantitative, numbers,

217

00:11:59,500 --> 00:12:01,309

and never the twain shall meet.

218

00:12:01,670 --> 00:12:03,990

When I was trained

as a social psychologist,

219
00:12:04,191 --> 00:12:06,763
social psychologists did
numbers and surveys,

220
00:12:06,863 --> 00:12:08,330
sociologists did words,

221
00:12:08,430 --> 00:12:11,650
and we were in
the same department at Sussex

222
00:12:11,750 --> 00:12:13,461
and we used to fight a lot.

223
00:12:14,041 --> 00:12:18,002
But what we're finding now
as we get into more novel types of data,

224
00:12:18,102 --> 00:12:20,289
for instance, Big Data,

225
00:12:20,676 --> 00:12:27,105

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

232

00:12:47,000 --> 00:12:48,077

within patterns,

233

00:12:48,344 --> 00:12:50,878

and it starts to become almost like art.

234

00:12:50,978 --> 00:12:54,433

And I think this is quite

an interesting blurring of the lines.

235

00:12:55,069 --> 00:12:58,300

When we start to look at

natural data that's in our environment,

236

00:12:58,400 --> 00:13:00,200

which

Urban Big Data Centre does a lot of,

237

00:13:00,300 --> 00:13:03,227

it looks at traffic flows,

traffic cameras, cycling data,

238

00:13:03,327 --> 00:13:04,686

mobile phone data,

239

00:13:07,006 --> 00:13:08,243

social media data,

240

00:13:08,343 --> 00:13:14,500

it becomes quite fuzzy

because you can often quantify it

241

00:13:14,600 --> 00:13:17,198

but you can also

discuss it qualitatively

242

00:13:17,298 --> 00:13:22,661

as experience,

as a day in the life of people.

243

00:13:22,900 --> 00:13:28,135

So, Phil will talk us through

a very practical applied example of that

244

00:13:28,235 --> 00:13:33,490

but here's just a quote from

a publication I had with Mike Osborne

245

00:13:33,590 --> 00:13:35,419

a few years ago.

Sorry.

246

00:13:35,669 --> 00:13:38,889

Big Data may be numerically large

or beyond the capacity of

247

00:13:38,989 --> 00:13:41,467

most relational

database systems to manage.

248

00:13:41,700 --> 00:13:44,250

More significantly,

it may be continuous (in real-time)

249

00:13:44,350 --> 00:13:46,019

with ongoing data collection,

250

00:13:46,119 --> 00:13:49,188

or it may be "big" due to

the complexity of the data themselves

251

00:13:49,367 --> 00:13:50,877

and the need for novel methods

252

00:13:50,977 --> 00:13:53,446

to capture, analyse,

interpret, and visualise.

253

00:13:53,606 --> 00:13:55,935

Data sets are becoming

bigger and more open,

254

00:13:56,035 --> 00:13:58,113

and it is important

to tap into such resources

255

00:13:58,213 --> 00:14:00,303

to improve our knowledge of city-wide,

256

00:14:00,654 --> 00:14:02,912

not sure of the last word there

because I can't see it.

257

00:14:03,012 --> 00:14:04,091

But you get the idea.

258

00:14:04,191 --> 00:14:08,721

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.

265

00:14:25,566 --> 00:14:28,154

So, what do I mean then

by triangulation?

266

00:14:28,254 --> 00:14:31,813

If we're triangulating different,

I like to call them, data strands,

267

00:14:31,913 --> 00:14:36,261

I think of it like weaving together

the different data into a brain.

268

00:14:36,361 --> 00:14:39,627

Okay?

So, triangulation is really about

269

00:14:39,727 --> 00:14:45,895

asking the same question using, sometimes,

a different disciplinary perspective,

270

00:14:46,800 --> 00:14:49,089

usually a different paradigm,

271

00:14:50,128 --> 00:14:51,868

and a different data set.

272

00:14:52,127 --> 00:14:53,805

But you're asking the same question

273

00:14:53,905 --> 00:14:55,790

and you're coming at it

from a different angle.

274

00:14:55,830 --> 00:15:00,898

So, if you can yield a similar

or a very different answer,

275

00:15:01,146 --> 00:15:03,187

that's the process of triangulation.

276

00:15:03,476 --> 00:15:05,983

So, mixed methodology,

you'll see here, is

277

00:15:06,083 --> 00:15:08,030

usually very different paradigms.

278

00:15:08,130 --> 00:15:10,456

So, for instance,

quantitative with qualitative,

279

00:15:10,681 --> 00:15:13,479

experimental with experiential,

280

00:15:13,975 --> 00:15:15,100

surveys and interviews.

281

00:15:15,200 --> 00:15:16,469

Those are mixed methods.

282

00:15:16,569 --> 00:15:19,148

Multi-methods are

within a single paradigm.

283

00:15:19,300 --> 00:15:23,938

So, let's say I was using

a dominantly qualitative approach,

284

00:15:24,038 --> 00:15:27,447

I could still be using

different types of qualitative.

285

00:15:27,600 --> 00:15:31,158

I could be using a discursive approach

or a critical approach

286

00:15:31,258 --> 00:15:35,162

alongside phenomenological,

lived experience approach.

287

00:15:35,351 --> 00:15:37,217

That is multi-methods.

288

00:15:37,578 --> 00:15:41,457

Either way, my experience is not...

289

00:15:41,736 --> 00:15:45,178

The best way to achieve

successful triangulation is not

290

00:15:45,278 --> 00:15:48,254

for myself to try to be

the Jack of all trades,

291

00:15:48,354 --> 00:15:51,862

but to try and partner with researchers

who are very different from me.

292
00:15:52,096 --> 00:15:55,306
And, in this sense, we can use
this little image at the bottom,

293
00:15:55,406 --> 00:15:57,682
we can use different methods
with different theories,

294
00:15:57,782 --> 00:15:59,680
different paradigms,
different perspectives,

295
00:15:59,836 --> 00:16:01,714
but asking the same question.

296
00:16:02,172 --> 00:16:04,771
And that, for me, is
the essence of triangulation.

297
00:16:05,260 --> 00:16:07,801
So, I'll take
a little pause for breath here

298

00:16:07,901 --> 00:16:11,502

while I hand over to Phil who will

give us a really practical example of

299

00:16:11,602 --> 00:16:13,260

what this looks like in practice.

300

00:16:13,508 --> 00:16:14,871

Okay.

Thanks very much, Catherine.

301

00:16:14,971 --> 00:16:19,128

So, okay, I'm going to talk to you

a little bit about the iMCD project,

302

00:16:19,228 --> 00:16:23,247

which stands for the Integrated

Multimedia City Data project.

303

00:16:23,619 --> 00:16:25,817

Now, I think this is one of

304

00:16:25,917 --> 00:16:30,305

the Urban Big Data Centre's

long-running successes.

305

00:16:31,483 --> 00:16:34,790

It has been a very productive project

and it has sparked a lot of interest

306

00:16:34,890 --> 00:16:36,830

outside UBDC.

307

00:16:37,368 --> 00:16:39,823

So, it was set up in 2015

308

00:16:40,011 --> 00:16:43,718

with the brief to

address themes of urban living.

309

00:16:44,884 --> 00:16:46,663

Looking back at

the original conception,

310

00:16:46,763 --> 00:16:50,081

I realised that there were

15 urban research themes

311

00:16:50,181 --> 00:16:55,214

originally conceived of

to be dealt with by this quite large

312

00:16:55,314 --> 00:16:58,573

and, I think sprawling

probably isn't the correct word,

313

00:16:58,673 --> 00:17:01,522

but diverse project.

314

00:17:01,860 --> 00:17:05,700

So, it's based on studying

the Greater Glasgow region,

315

00:17:05,800 --> 00:17:08,419

which makes up about 1.2 million people.

316

00:17:08,519 --> 00:17:10,498

So, that's Glasgow city itself

317

00:17:10,716 --> 00:17:14,876

and the 7 other

neighbouring local authorities.

318

00:17:15,254 --> 00:17:18,424

The idea of it is

to integrate multi-mode data.

319

00:17:18,524 --> 00:17:25,262

So, you've got mixed methods,

multi-methods, now multi-mode data.

320

00:17:25,362 --> 00:17:32,576

So, the core of it is a set of

data sets based on personal level data.

321

00:17:32,676 --> 00:17:37,998

So, self-reported data

and data that's obtained objectively

322

00:17:38,098 --> 00:17:40,116

by wearing sensors

323

00:17:41,292 --> 00:17:47,528

and, also, you can bring in

and link other external data sources

324

00:17:48,127 --> 00:17:53,626

to produce

innovative combinations of data.

325
00:17:53,830 --> 00:17:56,714
Now, when I first came into Big Data,

326
00:17:56,814 --> 00:18:00,720
I thought Big Data just meant

lots more data than usual.

327
00:18:01,158 --> 00:18:06,807
So, I was a bit surprised

when I came across the iMCD project

328
00:18:06,907 --> 00:18:12,936
because

its core person-level data set is,

329
00:18:13,314 --> 00:18:18,942
it's a household survey of

about just over 2000 people,

330
00:18:19,042 --> 00:18:21,967
which, it's okay, it's not that big.

331

00:18:23,339 --> 00:18:25,768

So, as I came to discover

more about Big Data,

332

00:18:25,868 --> 00:18:29,162

I realised, of course,

as Catherine said, the three Vs,

333

00:18:29,262 --> 00:18:33,107

when, in actual fact, I've

discovered about seven Vs of Big Data.

334

00:18:33,292 --> 00:18:34,649

There are probably more now.

335

00:18:34,749 --> 00:18:37,867

It's like

fundamental particles in physics.

336

00:18:37,967 --> 00:18:41,908

Anyway.

So, it's not so much a question of

337

00:18:42,008 --> 00:18:47,521

the volume of data

in these person-level data sets,

338
00:18:47,621 --> 00:18:52,208
so much as the variety of them,
the ways in which they are collected,

339
00:18:53,300 --> 00:18:54,717
and what you can do with them

340
00:18:54,817 --> 00:18:59,463
to produce innovative
combinations of linkable data sets.

341
00:19:01,500 --> 00:19:04,929
So, as I said, there were
about 15 urban research themes

342
00:19:05,029 --> 00:19:06,217
originally conceived.

343
00:19:06,310 --> 00:19:13,097
In our slightly more constrained set of
interests in education research,

344

00:19:13,403 --> 00:19:15,500

we're interested,

ourselves, in, sort of,

345

00:19:15,600 --> 00:19:17,948

attitudes, literacies, and behaviours.

346

00:19:18,048 --> 00:19:22,695

So, these relate to education

and skills and moving into employment,

347

00:19:23,000 --> 00:19:26,295

sustainability and energy use,

348

00:19:26,395 --> 00:19:27,661

transport,

349

00:19:28,225 --> 00:19:32,173

engagement in cultural life

and civic activity,

350

00:19:32,391 --> 00:19:35,991

and technology use, ICT and things.

351

00:19:36,208 --> 00:19:38,400

So, let me explain

a little bit more about

352

00:19:38,500 --> 00:19:43,039

the nature of

the person-level data sets.

353

00:19:43,594 --> 00:19:46,484

Here's a nice little colourful thing.

354

00:19:47,212 --> 00:19:51,398

So, we start off with the core,

this household survey of,

355

00:19:51,498 --> 00:19:53,996

let's say, just over 2000 people

356

00:19:54,303 --> 00:19:57,450

from 1500 households.

357

00:19:59,990 --> 00:20:04,021

So, this survey was set up with

a random stratified sample

358

00:20:04,957 --> 00:20:08,715

across these eight local authorities

in the west of Scotland

359

00:20:10,668 --> 00:20:13,115

and it was a standard

360

00:20:15,400 --> 00:20:19,227

face to face interview type survey.

361

00:20:21,454 --> 00:20:23,321

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

362

00:20:23,421 --> 00:20:27,264

Well, everyone who took the survey was

asked to fill in a travel diary.

363

00:20:27,364 --> 00:20:31,075

So, that was for one day,

364

00:20:31,175 --> 00:20:34,590

the day before they did

the household survey,

365

00:20:34,690 --> 00:20:41,836

people were asked to fill in a diary of

any travel they'd done that day before.

366

00:20:41,928 --> 00:20:44,803

So, the origin

and destination of their journeys,

367

00:20:45,112 --> 00:20:47,644

the time they'd started

and finished the journeys,

368

00:20:47,972 --> 00:20:50,275

whether it was, the sort of mode of transport,

369

00:20:50,375 --> 00:20:53,926

whether it was walking,

cycling, going by car, what have you,

370

00:20:54,743 --> 00:20:56,343

and the purpose of the journey.

371

00:20:56,443 --> 00:21:00,480

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,

378

00:21:27,458 --> 00:21:30,083

by using worn devices.

379

00:21:30,907 --> 00:21:34,642

So, GPS tracking with 333 people.

380

00:21:35,866 --> 00:21:37,488

Let me see.

381

00:21:40,621 --> 00:21:43,192

So, these are worn devices.

382

00:21:43,415 --> 00:21:46,805

So, these were worn

for between two to 11 days

383

00:21:46,905 --> 00:21:49,311

and every five seconds of that time,

384

00:21:50,195 --> 00:21:52,984

the GPS coordinates were recorded.

385

00:21:53,947 --> 00:21:56,500

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.

393

00:22:24,760 --> 00:22:27,275

Now, an even smaller group still

394

00:22:29,671 --> 00:22:33,917

happily donned another fiendish device,

a lifelogging device, which is

395

00:22:34,451 --> 00:22:38,285

primarily, I think,

in terms of the data we've looked at,

396

00:22:38,385 --> 00:22:42,784

it captures images

every five seconds of the day

397

00:22:43,550 --> 00:22:45,589

over a period of a couple of days.

398

00:22:45,689 --> 00:22:50,663

It also collects information on motion,

temperature, and what have you.

399

00:22:50,863 --> 00:22:52,441

It was very detailed information.

400

00:22:53,408 --> 00:22:55,896

Which can be switched off, I believe,

401

00:22:55,996 --> 00:23:00,143

at moments when it's not appropriate

to have photographs taken,

402

00:23:00,339 --> 00:23:02,419

you'll be relieved to hear.

403

00:23:02,880 --> 00:23:07,288

Okay.

So, that's the context of

404

00:23:07,488 --> 00:23:09,287

the personal level data.

405

00:23:09,387 --> 00:23:13,081

But it exists within

a broader landscape

406

00:23:14,000 --> 00:23:18,068

where we can bring in

external data from elsewhere.

407

00:23:18,256 --> 00:23:23,146

One of things we have is

64 million tweets,

408

00:23:24,791 --> 00:23:26,920

geocoded tweets,

409

00:23:27,486 --> 00:23:30,200

taken during the period

when the survey was done,

410

00:23:30,300 --> 00:23:31,637

which was, I forgot to mention,

411

00:23:31,737 --> 00:23:37,001

that was, I think, July to,

or May to November 2015.

412

00:23:37,101 --> 00:23:38,916

Around about that.

So, it's about six months.

413

00:23:40,604 --> 00:23:43,125

But one of the things that we've done

414

00:23:43,225 --> 00:23:47,309

and one of the things I've been

particularly interested in myself is

415

00:23:48,300 --> 00:23:53,166

bolting on, linking

secondary and administrative data

416

00:23:53,524 --> 00:23:58,019

to the household survey

and travel diary data, for example.

417

00:23:58,507 --> 00:24:00,810

So, the obvious thing

that we're interested in

418

00:24:00,910 --> 00:24:05,017

in educational disadvantage and place,

as you might imagine, is

419

00:24:05,117 --> 00:24:07,045

neighbourhood deprivation.

420

00:24:08,115 --> 00:24:13,602

So, we've linked the Scottish Index of

Multiple Deprivation quintiles

421

00:24:13,702 --> 00:24:15,132

and deciles

422

00:24:15,606 --> 00:24:22,524

to our individual people

based through their data zone

423

00:24:23,233 --> 00:24:24,723

in which they live.

424

00:24:25,000 --> 00:24:28,648

Another thing that particularly

interests us at the moment is

425

00:24:28,748 --> 00:24:30,884

the effect of greenspace.

426

00:24:31,863 --> 00:24:33,479

And we've managed to...

427

00:24:33,579 --> 00:24:38,478

One of our data scientists

helped us to get a data set

428

00:24:38,717 --> 00:24:43,222

based on the Ordinance Survey

Open Greenspace data set

429

00:24:43,461 --> 00:24:46,340

and the Open Street Map data set,

430

00:24:46,946 --> 00:24:49,452

and he calculated the isochrone.

431

00:24:49,552 --> 00:24:54,318

So, basically,

whether where a person lives is

432

00:24:54,418 --> 00:24:59,967

within a ten minute walk to

access points to a type of greenspace.

433

00:25:00,368 --> 00:25:03,128

We can classify

that greenspace into various types,

434

00:25:03,228 --> 00:25:05,458

like parks and gardens,

435

00:25:06,407 --> 00:25:09,659

sporting grounds,

children's play areas, and the like.

436

00:25:11,380 --> 00:25:12,740

So, we did...

437

00:25:13,289 --> 00:25:15,777

A year or so ago,

we were doing a little paper,

438

00:25:15,877 --> 00:25:21,363

a little paper on,

it was quite a big paper in the end,

439

00:25:21,569 --> 00:25:24,335

this was on city information modelling.

440

00:25:24,435 --> 00:25:27,635

So, that's to put it in

an even broader context.

441

00:25:28,091 --> 00:25:29,927

And we were considering three things.

442

00:25:30,027 --> 00:25:31,944

The level of learning engagement,

443

00:25:32,724 --> 00:25:37,324

walking behaviour,

and proximity to greenspace.

444

00:25:37,424 --> 00:25:42,292

So, we were considering learning

in the, sort of, UNESCO life-wide

445

00:25:42,780 --> 00:25:47,888

Learning Cities context of formal,

non-formal, and informal education.

446

00:25:47,988 --> 00:25:51,587

So, formal is where you're

studying to get a qualification.

447

00:25:51,925 --> 00:25:53,567

Non-formal is where you're studying

448

00:25:53,667 --> 00:25:55,705

something that

someone else has dreamed up,

449

00:25:55,805 --> 00:25:57,825

but it's not for a qualification.

450

00:25:57,925 --> 00:26:01,890

And there's informal education, which is

something you do off your own back.

451

00:26:01,990 --> 00:26:05,938

So, you decided to,

you know, learn French

452

00:26:06,038 --> 00:26:08,557

or, in the last 18 months, of course,

453

00:26:08,657 --> 00:26:11,256

we've all learnt how

to make sourdough bread.

454

00:26:12,495 --> 00:26:14,189

That kind of informal learning.

455

00:26:14,608 --> 00:26:19,343

We've got deprivation, as I said,

measured in terms of the SIMD quintiles

456

00:26:19,660 --> 00:26:21,558

and the greenspace access,

457

00:26:21,730 --> 00:26:25,855

if you're within ten minutes' walk of

a greenspace or not.

458

00:26:25,955 --> 00:26:28,391

So, it's a dichotomous variable.

459

00:26:29,050 --> 00:26:33,535

So, we tried to understand

these complex patterns relating to

460

00:26:33,635 --> 00:26:36,219

behaviours and attitudes that were

461

00:26:36,447 --> 00:26:38,746

in the household survey.

462

00:26:38,846 --> 00:26:41,124

Particularly about learning engagement.

463

00:26:42,126 --> 00:26:46,431

So, whether or not you've done

those three types of learning

464

00:26:46,659 --> 00:26:50,789

or any one of them

in the last 12 months.

465

00:26:51,141 --> 00:26:58,428

So, what we've found out from

looking simply at the household survey

466

00:26:58,528 --> 00:27:01,775

and the greenspace data is that

467

00:27:01,875 --> 00:27:04,220

learning engagement is more likely,

468

00:27:04,320 --> 00:27:06,018

you're more likely to be

learning engaged

469

00:27:06,118 --> 00:27:08,696

if you live near a greenspace,

470

00:27:08,925 --> 00:27:10,343

any sort of greenspace.

471

00:27:10,343 --> 00:27:13,674

So, it's, depending on

the type of learning engagement,

472

00:27:14,400 --> 00:27:19,469

it's about 1.27 to twice the odds of

473

00:27:21,325 --> 00:27:23,093

being learning engaged.

474

00:27:24,339 --> 00:27:26,076

We then looked at this

475

00:27:27,834 --> 00:27:31,431

by combining three of our data sources.

476

00:27:31,531 --> 00:27:36,577

The household survey,

the travel diary, and the GPS tracks.

477

00:27:37,282 --> 00:27:39,032

In this one, we found that

478

00:27:39,100 --> 00:27:43,899

learning engaged people

generally walk more often.

479

00:27:45,637 --> 00:27:49,483

So, compared with

not walking at all, zero days a week

480

00:27:49,826 --> 00:27:51,725

and five to seven days a week,

481

00:27:51,825 --> 00:27:53,223

most days of the week,

482

00:27:53,323 --> 00:27:59,328

then you're more likely to be

learning engaged by a factor of 1.7

483

00:27:59,428 --> 00:28:04,517

if you walk every day

or five or more days a week.

484

00:28:05,343 --> 00:28:09,606

People who are learning engaged

also walk for longer.

485

00:28:10,487 --> 00:28:15,693

The amount of walking people do

that has emerged from this survey is

486

00:28:15,793 --> 00:28:18,712

that they don't actually walk that much

487

00:28:19,100 --> 00:28:20,959

but, even so, there is

488

00:28:21,059 --> 00:28:24,088

a significant difference of

about five minutes

489

00:28:25,696 --> 00:28:27,514

between the learning engaged people

490

00:28:27,992 --> 00:28:30,190

and non-learning engaged people

491

00:28:30,290 --> 00:28:32,079

across all the ages.

492

00:28:32,280 --> 00:28:35,888

So, that's walking anywhere.

493

00:28:36,156 --> 00:28:41,500

As I said, we have a particular

interest in the effects of greenspace,

494

00:28:41,600 --> 00:28:45,161

the influence of greenspace on learning

495

00:28:46,115 --> 00:28:50,260

and on, more broadly,

on mental health, for example.

496

00:28:51,819 --> 00:28:55,457

But in this particular analysis,

497

00:28:56,700 --> 00:29:01,900

partly because of the amount of time

people spend walking in greenspace is

498

00:29:02,000 --> 00:29:03,498

pretty small,

499

00:29:03,598 --> 00:29:07,455

we couldn't find any significant

differences between the two.

500

00:29:08,734 --> 00:29:11,103

So, the final aspect

I want to mention today,

501

00:29:11,203 --> 00:29:15,018

we've done quite a lot more but

there isn't time to go through it all,

502
00:29:15,310 --> 00:29:18,817
I'm just going to give a few of
our greatest hits, as it were,

503
00:29:19,933 --> 00:29:22,881
we looked at,
from a more qualitative point of view,

504
00:29:22,981 --> 00:29:25,644
we looked at actually where

505
00:29:25,744 --> 00:29:28,780
and what people are doing
moving around the city

506
00:29:28,880 --> 00:29:31,011
by looking at the GPS tracks.

507
00:29:31,100 --> 00:29:33,912
So, this is, as I said,
a more qualitative illustration.

508

00:29:34,483 --> 00:29:36,173

And it emerges from this,

509

00:29:36,273 --> 00:29:38,255

if I can have the next slide, Catherine,

510

00:29:38,891 --> 00:29:40,102

if you look on the left,

511

00:29:40,202 --> 00:29:46,134

we've got the patterns of

the learning engaged older women,

512

00:29:46,501 --> 00:29:49,488

and on the right,

it's the non-learning engaged.

513

00:29:49,659 --> 00:29:53,981

So, this is

a composite set of their tracks,

514

00:29:54,401 --> 00:29:56,791

in orange for

the learning engaged women

515

00:29:57,052 --> 00:30:01,393

and in blue for

the non-learning engaged women.

516

00:30:01,752 --> 00:30:03,086

And there's a suggestion here...

517

00:30:03,186 --> 00:30:07,086

As a statistician,

I obviously find this difficult,

518

00:30:07,243 --> 00:30:12,639

but as a student of

the qualitative arts,

519

00:30:12,790 --> 00:30:17,475

I can look at this

and I can defocus a bit

520

00:30:17,575 --> 00:30:19,100

and I think, well, looking at these,

521

00:30:19,200 --> 00:30:24,832

maybe there's a suggestion here

that learning engaged older women are

522
00:30:24,932 --> 00:30:28,068
walking less in greenspace

523
00:30:28,556 --> 00:30:30,413
and more in the city centre

524
00:30:30,513 --> 00:30:32,928
than non-learning engaged women.

525
00:30:33,347 --> 00:30:39,737
And that, to me, is
a slightly counterintuitive result

526
00:30:39,837 --> 00:30:40,862
or an impression.

527
00:30:40,962 --> 00:30:43,595
And it goes against what I would expect.

528
00:30:43,800 --> 00:30:47,488
So, I think that's
what I want to end with here, is

529

00:30:47,588 --> 00:30:53,700

the idea that by looking at

the same thing from a different angle,

530

00:30:54,148 --> 00:30:55,837

triangulation,

531

00:30:56,038 --> 00:31:01,355

we can find

apparently contradictory results.

532

00:31:01,579 --> 00:31:03,756

But they aren't contradictory.

533

00:31:03,856 --> 00:31:05,494

They're all true.

534

00:31:06,907 --> 00:31:11,063

But we have to find a way,

through our triangulation, of

535

00:31:11,163 --> 00:31:16,393

finding an accommodation with

these apparently contradictory results.

536

00:31:17,907 --> 00:31:21,529

So, part of this is

obviously all about impact.

537

00:31:22,486 --> 00:31:26,974

And here's just a little illustration of

some earlier work that Catherine did.

538

00:31:27,561 --> 00:31:29,510

And it's illustrating here

539

00:31:30,186 --> 00:31:33,028

a 24 hour period of the pathways

540

00:31:33,128 --> 00:31:36,015

that people were walking

around the city of Glasgow.

541

00:31:36,500 --> 00:31:37,778

And it's very pretty.

542

00:31:39,137 --> 00:31:40,796

Thanks so much, Phil.

543

00:31:41,017 --> 00:31:44,275

So, I think Phil has done
a really great job of

544

00:31:44,375 --> 00:31:48,541

showing a project
which has triangulation

545

00:31:48,641 --> 00:31:51,837

at the heart of its design,
of how it was developed,

546

00:31:51,937 --> 00:31:54,384

and the types of data
it wanted to capture.

547

00:31:54,435 --> 00:31:56,574

Although, it was an unusual task

548

00:31:56,674 --> 00:31:59,685

in that it was an open data product,

549

00:31:59,785 --> 00:32:02,493

so it was really collected

for other people to use.

550

00:32:02,998 --> 00:32:06,785

And so, as Phil has shown,

sort of, one aspect of its use,

551

00:32:06,885 --> 00:32:08,631

this visualisation shows another,

552

00:32:08,731 --> 00:32:11,419

which is

gendered patterns around the city.

553

00:32:12,869 --> 00:32:15,409

Here's another use that we had as well.

554

00:32:15,509 --> 00:32:19,226

We were very lucky

to take it out into IKEA.

555

00:32:19,326 --> 00:32:21,750

I know what you're thinking.

That sounds like a strange place

556

00:32:21,815 --> 00:32:23,139

to bring your research.

557

00:32:23,811 --> 00:32:25,869

But we were able to pull some of

558

00:32:25,969 --> 00:32:29,238

the inequalities

in different types of literacies

559

00:32:29,338 --> 00:32:31,048

that we measured in the survey.

560

00:32:32,555 --> 00:32:34,881

For instance,

not just reading and maths,

561

00:32:34,981 --> 00:32:38,938

but financial literacy, ecoliteracy,

562

00:32:40,206 --> 00:32:41,510

health literacy.

563

00:32:41,728 --> 00:32:45,938

And we visualised those

with a map of Glasgow.

564

00:32:46,288 --> 00:32:48,046

And we brought it out into IKEA

565

00:32:48,146 --> 00:32:51,373

and the kids made

these lovely little badges here,

566

00:32:51,473 --> 00:32:54,412

which they could put together.

Reading literacy, cultural literacy,

567

00:32:54,512 --> 00:32:56,859

ecoliteracy, foreign language literacy.

568

00:32:56,959 --> 00:32:59,839

And we could have

a nice conversation with the parents

569

00:33:00,734 --> 00:33:02,528

around this.

We brought it into schools.

570

00:33:02,628 --> 00:33:04,362

We brought it into community centres.

571

00:33:04,705 --> 00:33:07,965

So, it shows that

it's not just about the data.

572

00:33:08,103 --> 00:33:11,361

It's about the journey

and the story that you're telling.

573

00:33:11,461 --> 00:33:13,621

Which brings me to our next story,

574

00:33:13,888 --> 00:33:18,150

which will be Emma sharing a little bit

about some of our other projects

575

00:33:18,250 --> 00:33:21,192

about gendered inequalities in STEM.

576

00:33:21,981 --> 00:33:22,982

Yes, hi.

577
00:33:23,283 --> 00:33:27,372
So, I'm going to talk briefly about

the Gendered Journeys project.

578
00:33:27,464 --> 00:33:29,896
This is an international

interdisciplinary project

579
00:33:29,996 --> 00:33:31,934
that explores the impact of gender

580
00:33:32,034 --> 00:33:34,886
on the experiences of

STEM students and graduates

581
00:33:34,986 --> 00:33:38,609
as they make their way through

higher education and onto employment

582
00:33:38,709 --> 00:33:40,772
in the UK, India, and Rwanda.

583

00:33:41,300 --> 00:33:42,958

We wanted to explore this because

584

00:33:43,058 --> 00:33:45,200

there remain

persistent gender inequalities

585

00:33:45,300 --> 00:33:46,657

in STEM across the world,

586

00:33:46,757 --> 00:33:49,646

and particularly in South Asia

and Sub-Saharan Africa.

587

00:33:50,344 --> 00:33:51,863

On the whole, as you might be aware,

588

00:33:51,963 --> 00:33:55,416

these subjects and areas of employment

tend to be very male dominated.

589

00:33:56,175 --> 00:33:58,734

And, of course, there are

intersectional elements to this

590

00:33:58,834 --> 00:34:00,341

related to class and race,

591

00:34:00,441 --> 00:34:03,125

among other things

that we will also be exploring.

592

00:34:04,503 --> 00:34:06,541

So, to explore all of this,

593

00:34:06,641 --> 00:34:08,439

we are taking a mixed methods approach.

594

00:34:09,977 --> 00:34:12,631

And we will be combining

a large scale survey,

595

00:34:12,731 --> 00:34:15,349

which will be done

in India and Rwanda and the UK,

596

00:34:15,449 --> 00:34:18,340

all three contexts,

with STEM students.

597

00:34:18,546 --> 00:34:21,404

We'll be combining that

with secondary data analysis.

598

00:34:21,504 --> 00:34:23,610

So, in the UK, we have the HESA data,

599

00:34:23,710 --> 00:34:26,048

the Higher Education

Statistics Authority.

600

00:34:26,212 --> 00:34:29,883

This is administrative

student level data of undergraduates,

601

00:34:30,083 --> 00:34:31,301

all students, in fact,

602

00:34:31,401 --> 00:34:34,849

and we'll be finding the equivalent

in India and Rwanda where we can.

603

00:34:34,949 --> 00:34:38,654

So, we have this Big Data,

quantitative data, on the one hand,

604

00:34:38,754 --> 00:34:40,910

and we'll be combining that

with qualitative data,

605

00:34:41,010 --> 00:34:42,838

including interviews and focus groups

606

00:34:43,038 --> 00:34:46,743

with STEM students

and graduates in India and Rwanda.

607

00:34:47,256 --> 00:34:51,594

So, we're mixing scales, levels of

data, allowing for triangulation,

608

00:34:51,694 --> 00:34:53,522

as Catherine and Phil have described.

609

00:34:53,634 --> 00:34:57,203

And this means we can talk about

large scale phenomena or trends

610

00:34:57,303 --> 00:34:58,452

that we're able to observe,

611

00:34:58,552 --> 00:35:00,847

as well as then individual experience.

612

00:35:00,947 --> 00:35:03,486

So, we can look at experiences in STEM

613

00:35:03,821 --> 00:35:05,216

on that qualitative level,

614

00:35:05,316 --> 00:35:08,820

what barriers and facilitators

people have experienced.

615

00:35:09,124 --> 00:35:11,823

We can look at

personal socioeconomic backgrounds.

616

00:35:11,923 --> 00:35:16,928

So, for example, the impact of having

a family member, a parent particularly,

617

00:35:17,028 --> 00:35:18,931

who has already studied STEM themselves.

618

00:35:20,593 --> 00:35:23,808

We can also look at the impact of

education on motivations

619

00:35:23,908 --> 00:35:27,297

and the confidence in maths and how

that impacts these kinds of things.

620

00:35:27,435 --> 00:35:29,542

So, we can look at

how all of these things impact

621

00:35:29,642 --> 00:35:31,710

experience on that individual level,

622

00:35:31,810 --> 00:35:35,560

as well as a sense of belonging

within STEM environments,

623

00:35:35,907 --> 00:35:38,433

likelihood of dropping out of

STEM higher education

624

00:35:38,533 --> 00:35:40,810

or later dropping out of a STEM career,

625

00:35:40,910 --> 00:35:42,117

at those individual

626

00:35:42,217 --> 00:35:46,570

and then these larger group demographic,

kind of, population levels as well.

627

00:35:48,125 --> 00:35:50,002

So, because of the, sort of,

628

00:35:50,102 --> 00:35:53,409

interdisciplinary

and international scope of this project,

629

00:35:53,509 --> 00:35:56,588

we have stakeholders

in various institutions

630

00:35:57,156 --> 00:35:58,362

and countries, of course.

631

00:35:58,462 --> 00:36:01,708

So, this enables us to collect

these different types of data,

632

00:36:01,808 --> 00:36:03,405

bringing a richness to our analysis.

633

00:36:03,632 --> 00:36:06,189

But it also brings

multiple impact opportunities

634

00:36:06,436 --> 00:36:08,153

within those different organisations,

635

00:36:08,253 --> 00:36:11,730

including universities,

public and private STEM employers,

636

00:36:11,852 --> 00:36:14,955

and, maybe further down the line,

primary and secondary schools

637

00:36:15,055 --> 00:36:16,817

and even state level organisations.

638

00:36:18,894 --> 00:36:21,700

So, we have the potential here

for global impact as well,

639

00:36:21,800 --> 00:36:24,458

with contributions to

national policy development

640

00:36:24,558 --> 00:36:27,856

in each country and possibly

other countries across the world.

641

00:36:27,995 --> 00:36:29,742

A key strategy for this is

642

00:36:29,842 --> 00:36:32,070

the development of

a gender sensitive toolkit,

643

00:36:32,170 --> 00:36:34,610

which will be made available

to students, universities,

644

00:36:34,859 --> 00:36:39,619

employers, and we will also get this out

to policy makers in the three countries.

645

00:36:39,839 --> 00:36:43,216

And this toolkit would focus on

how to attract girls and women

646

00:36:43,409 --> 00:36:45,744

into STEM subjects

and how to keep them in the field,

647

00:36:45,844 --> 00:36:47,975

as well as, of course,

other intersectional elements

648

00:36:48,075 --> 00:36:49,822

that we find along the way.

649

00:36:51,013 --> 00:36:52,931

So, this would contribute to initiatives

650

00:36:53,031 --> 00:36:55,800

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,

656

00:37:10,349 --> 00:37:12,025

innovation, and employment.

657

00:37:12,125 --> 00:37:13,373

All of which play a key role in

658

00:37:13,473 --> 00:37:16,121

developing

sustainable equitable economies.

659

00:37:16,860 --> 00:37:19,667

So, we're in the process of

collecting the data right now.

660

00:37:19,956 --> 00:37:23,913

So, these bigger policy focus

impact activities are in the pipeline.

661

00:37:24,118 --> 00:37:26,509

Instead, I'm going to focus

on some media engagement

662

00:37:26,609 --> 00:37:28,577

that we've been doing so far.

663

00:37:28,677 --> 00:37:31,515

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,

671

00:37:50,659 --> 00:37:52,697

other academics working in this field,

672

00:37:52,797 --> 00:37:54,355

creating more connections,

673

00:37:54,932 --> 00:37:56,749

and this will be useful for,

674

00:37:57,829 --> 00:38:00,276

well, for

getting advice on, for example,

675

00:38:00,376 --> 00:38:03,752

developing

our data collection instruments.

676

00:38:03,957 --> 00:38:06,239

But, also, when we come to

disseminating the toolkit,

677

00:38:06,339 --> 00:38:07,988

disseminating the survey,

678

00:38:08,088 --> 00:38:11,276

building these connections early has

already proved really useful.

679

00:38:12,018 --> 00:38:14,326

Building non-academic networks

and communities takes

680

00:38:14,426 --> 00:38:15,724

a little bit more thought.

681

00:38:15,824 --> 00:38:19,792

And this is where we go to

social media and the internet.

682

00:38:19,892 --> 00:38:23,240

So, we've started outreach work

to create networks with people

683

00:38:23,340 --> 00:38:26,138

who are themselves

studying or working in STEM,

684

00:38:26,386 --> 00:38:29,641

connecting them with one another and,

of course, with the project as well.

685

00:38:29,841 --> 00:38:31,930

So, for example, we have a website,

686

00:38:32,141 --> 00:38:34,898

there on the bottom left of the slide.

687

00:38:35,471 --> 00:38:38,954

A website that we update with

our events, with blog posts,

688

00:38:39,438 --> 00:38:40,902

and any publications.

689

00:38:41,880 --> 00:38:44,149

And we're also active on Twitter.

690

00:38:44,710 --> 00:38:47,476

And we tweet about

anything related to STEM,

691

00:38:47,576 --> 00:38:49,902

particularly opportunities for

underrepresented groups.

692

00:38:50,002 --> 00:38:51,771

Mainly internships

and things like that.

693

00:38:52,002 --> 00:38:54,329

And any research findings

from other projects

694

00:38:54,429 --> 00:38:57,143

or any news items

related to gender in STEM

695

00:38:57,243 --> 00:38:59,371

that might be relevant to our audience.

696

00:39:00,360 --> 00:39:03,951

We have also run events

that are not academically focused,

697

00:39:04,051 --> 00:39:05,338

such as happy hours.

698

00:39:05,786 --> 00:39:07,989

And, again, back to

the bottom left of the slide,

699

00:39:08,089 --> 00:39:09,342

"An Evening with Angela Saini",

700

00:39:09,442 --> 00:39:11,400

that was one of our happy hours,

701

00:39:11,500 --> 00:39:13,586

which was with the author Angela Saini

702

00:39:13,791 --> 00:39:16,470

who wrote the book "Inferior",

that you might have heard of.

703

00:39:16,570 --> 00:39:20,289

In that book, she explores

sexism within scientific research

704

00:39:20,425 --> 00:39:23,333

and how that then goes on

to influence social beliefs.

705

00:39:23,791 --> 00:39:27,441

So, as you can imagine, that is

not just of interest to academics,

706

00:39:27,541 --> 00:39:30,968

but also people working

within science already and others.

707

00:39:31,927 --> 00:39:35,635

We have another event coming up

taking place prior to COP26,

708

00:39:35,831 --> 00:39:37,920

which I'm sure you've all heard of,

709

00:39:38,020 --> 00:39:40,674

and we're going to be talking about

gender and sustainability.

710

00:39:41,382 --> 00:39:43,273

We've, sort of, subtitled this,

711

00:39:43,589 --> 00:39:45,879

"Why the world needs

more female scientists",

712

00:39:46,315 --> 00:39:50,257

and we're going to be looking at

how gender, STEM, the climate crisis,

713

00:39:50,496 --> 00:39:54,336

and other inequalities are being tackled

in India, Rwanda, and Nepal.

714

00:39:54,965 --> 00:39:58,035

So, this relates to the project

but it reaches out beyond it,

715

00:39:58,135 --> 00:40:00,369

enabling us to

get in touch with more people,

716

00:40:00,469 --> 00:40:03,853

again, to continue to build

those communities online.

717

00:40:04,811 --> 00:40:07,875

And lastly, we will be writing

a piece for The Conversation

718

00:40:08,500 --> 00:40:09,587

when we have our findings.

719

00:40:09,687 --> 00:40:11,257

If you haven't heard of it already,

720

00:40:11,357 --> 00:40:15,115

The Conversation is a news website that

publishes pieces written by academics.

721

00:40:15,901 --> 00:40:18,929

So, we've already been speaking to

the editors of The Conversation

722

00:40:19,277 --> 00:40:22,993

and this will be a great way to get

our findings out to a wider audience

723

00:40:23,093 --> 00:40:24,272

beyond academics.

724

00:40:24,372 --> 00:40:27,709

And, of course, this is

much faster than an academic journal,

725

00:40:28,554 --> 00:40:31,431

which can take a long time, although

we will, of course, be publishing

726

00:40:31,531 --> 00:40:32,609

there as well.

727

00:40:32,858 --> 00:40:35,636

But this piece will be able

to get out there much more quickly.

728

00:40:36,204 --> 00:40:38,415

And once we have this piece written,

729

00:40:38,574 --> 00:40:41,384

we will make sure

the university's press office is aware

730

00:40:41,484 --> 00:40:45,313

so that it can then be circulated

through those university networks.

731
00:40:45,811 --> 00:40:49,059
So, even though we don't actually have

any findings to report yet,

732
00:40:49,159 --> 00:40:51,000
we've already began

to build these networks

733
00:40:51,100 --> 00:40:54,320
to get the project's name and logo,

which you'll see here on the slide,

734
00:40:54,428 --> 00:40:55,438
out online.

735
00:40:55,538 --> 00:40:57,435
So, we're setting up

this infrastructure,

736
00:40:57,535 --> 00:40:59,864
which will be invaluable

when we do have findings,

737

00:40:59,964 --> 00:41:01,225

when we have our toolkit,

738

00:41:01,421 --> 00:41:02,789

and when we can start to make

739

00:41:02,889 --> 00:41:05,646

those bigger

policy focus impacts for it.

740

00:41:06,863 --> 00:41:08,023

And that's it from me.

741

00:41:08,941 --> 00:41:10,228

Thank you very much, Emma.

742

00:41:10,383 --> 00:41:12,872

So, I think in the first example,

743

00:41:12,972 --> 00:41:15,570

we saw a really great example of

744

00:41:15,670 --> 00:41:18,945

triangulation at the heart of

research design.

745

00:41:19,045 --> 00:41:22,234

And I think in the example

that Emma has just shared,

746

00:41:22,334 --> 00:41:27,500

we've seen a really excellent

impact and engagement agenda

747

00:41:27,600 --> 00:41:30,668

at multi levels

at the heart of the design.

748

00:41:31,000 --> 00:41:35,980

I just wanted to share,

it's still the same part of the example,

749

00:41:36,172 --> 00:41:37,971

but we are just finishing

750

00:41:38,071 --> 00:41:43,840

a successful gender inequalities

initiative called VisNET,

751
00:41:43,940 --> 00:41:49,058
which is part of the EPSRC's
funded projects inequalities matter.

752
00:41:49,158 --> 00:41:52,997
And it was, basically,
to address gendered inequalities,

753
00:41:53,097 --> 00:41:56,016
specifically in early career academia,

754
00:41:56,573 --> 00:41:58,942
women in engineering
and computer science

755
00:41:59,639 --> 00:42:01,749
who are postdocs, essentially.

756
00:42:02,041 --> 00:42:03,933
So, we had 30 women.

757
00:42:04,033 --> 00:42:06,850

So, you're looking now

at a very small cohort

758

00:42:06,950 --> 00:42:11,477

who engaged longitudinally over,

actually, nearly two years

759

00:42:12,139 --> 00:42:18,055

in various institute support

in virtual networking.

760

00:42:18,735 --> 00:42:20,165

And this was before COVID.

761

00:42:20,265 --> 00:42:22,718

So, we were one of

the first to have set up a Teams,

762

00:42:22,924 --> 00:42:26,369

who have piloted

virtual conference attendance,

763

00:42:26,738 --> 00:42:30,586

who have collaborative

networking events for women.

764

00:42:30,885 --> 00:42:35,550

And so, we did a number of initiatives

765

00:42:35,650 --> 00:42:39,268

to address the issue

on the bottom image there of,

766

00:42:39,368 --> 00:42:43,294

you can see, basically,

the narrowing of the pipeline

767

00:42:43,394 --> 00:42:46,423

as women climb the ladder of academia.

768

00:42:46,523 --> 00:42:50,938

And so, we've evidenced,

there on the bottom bar graph,

769

00:42:51,038 --> 00:42:53,166

that you can see

the digital footprint of

770

00:42:53,266 --> 00:42:55,995

our cohort went up from

Time One to Time Two

771

00:42:56,832 --> 00:42:59,642

pre- and post-VisNET participation

772

00:42:59,742 --> 00:43:01,341

in Twitter, in LinkedIn,

773

00:43:01,441 --> 00:43:05,009

in all kinds of online metrics,

774

00:43:05,109 --> 00:43:07,128

and we're writing that up as a paper.

775

00:43:07,597 --> 00:43:10,132

However,

probably more pertinent to this,

776

00:43:10,381 --> 00:43:12,109

when COVID did hit,

777

00:43:12,518 --> 00:43:17,146

we were able to provide evidence,

778
00:43:17,246 --> 00:43:19,884
written evidence, for Parliament,

779
00:43:20,532 --> 00:43:23,461
basically saying that
inequalities were worsening,

780
00:43:24,636 --> 00:43:27,484
and also a piece for Nature Index

781
00:43:27,732 --> 00:43:30,923
about why inclusion is
more important than ever

782
00:43:31,023 --> 00:43:32,997
and why COVID should be an opportunity

783
00:43:33,605 --> 00:43:37,345
rather than a barrier
for tackling gendered inequalities

784
00:43:37,445 --> 00:43:40,148
that were getting worse

because of home school,

785
00:43:40,248 --> 00:43:44,946
that were getting worse
when everybody was forced to go home

786
00:43:45,046 --> 00:43:48,724
and people with
caretaking responsibilities were

787
00:43:48,824 --> 00:43:50,583
disproportionately affected.

788
00:43:50,654 --> 00:43:53,062
And we teamed up with Evidence Base

789
00:43:53,500 --> 00:43:56,409
who helped us review
the funding landscape

790
00:43:56,509 --> 00:44:00,124
to show that, actually,
the funding inequalities also got worse

791

00:44:00,224 --> 00:44:01,402

during COVID.

792

00:44:01,502 --> 00:44:04,611

So, I don't know why

I ended with the social networks here,

793

00:44:04,711 --> 00:44:06,218

but it was just to show that

794

00:44:06,318 --> 00:44:09,285

sometimes a visualisation is

worth a thousand words.

795

00:44:09,612 --> 00:44:12,941

You can see that

the professional networks over time are

796

00:44:13,208 --> 00:44:15,267

displaying different issues,

797

00:44:15,635 --> 00:44:19,730

like overreliance on

one's manager for networks,

798

00:44:19,830 --> 00:44:22,207

that's the one on the top left there.

799

00:44:22,307 --> 00:44:25,813

And you can see that

we can try to take it

800

00:44:25,913 --> 00:44:27,687

from being clustered around one person

801

00:44:27,787 --> 00:44:29,166

and spread it out.

802

00:44:29,266 --> 00:44:32,565

Likewise, the second one,

being too lab-based clustered.

803

00:44:32,707 --> 00:44:38,632

We can diversify the networks through

strategically helping women think about

804

00:44:38,732 --> 00:44:40,140

the ways that we network,

805

00:44:40,240 --> 00:44:43,999

and promoting them

to reach out and network

806

00:44:44,225 --> 00:44:47,015

outside their management

and lab-based structures.

807

00:44:47,115 --> 00:44:50,676

So, this is something that we,

like I say, have written up

808

00:44:51,205 --> 00:44:53,404

as documented parliamentary evidence

809

00:44:53,504 --> 00:44:58,002

and also in Nature Index,

which has a huge scientific reach.

810

00:44:58,572 --> 00:45:00,803

So, our third and final example.

811

00:45:01,615 --> 00:45:03,600

Sorry if three examples is too much.

812

00:45:03,700 --> 00:45:05,661

But we had more.

813

00:45:06,388 --> 00:45:12,204

These are three different case studies,

if you will, about different ways

814

00:45:12,304 --> 00:45:13,459

to have impact.

815

00:45:13,559 --> 00:45:18,497

And the third one, I think, has been

probably my most successful to date

816

00:45:18,735 --> 00:45:21,169

in terms of actual policy change.

817

00:45:21,508 --> 00:45:25,637

So, this is a partnership project.

818

00:45:25,737 --> 00:45:28,295

You can see the partners

down the right-hand side.

819

00:45:28,500 --> 00:45:33,339

It's funded by

the National Community Lottery Fund.

820

00:45:33,738 --> 00:45:37,509

It is in collaboration with

the social enterprise Food Train

821

00:45:37,787 --> 00:45:42,545

and the umbrella project,

"Eat Well, Age Well".

822

00:45:43,483 --> 00:45:45,158

We approached this very much with

823

00:45:45,258 --> 00:45:49,537

an ethical, inclusive, and kind

mixed methods methodology.

824

00:45:49,637 --> 00:45:52,366

We wanted to...

We were working with

825

00:45:53,026 --> 00:45:57,856

potentially vulnerable older adults

facing food poverty and food insecurity.

826

00:45:58,574 --> 00:46:00,729

So, we knew that

we needed to really be

827

00:46:00,829 --> 00:46:03,068

researching with and not on people.

828

00:46:03,400 --> 00:46:05,910

So, during this research,

we very much reached out

829

00:46:06,010 --> 00:46:10,241

into the community.

We went to 41 different research sites,

830

00:46:10,341 --> 00:46:16,749

which included day centres,

lunch clubs, Food Train service users,

831

00:46:16,849 --> 00:46:19,968

and we did also end up doing

some postal surveys as well

832

00:46:20,068 --> 00:46:23,612

for people in hard to reach rural areas.

833

00:46:24,178 --> 00:46:28,360

So, we really wanted

to look at varying levels.

834

00:46:28,460 --> 00:46:35,520

We've looked at

national nutritional information

835

00:46:35,620 --> 00:46:38,525

on healthy ageing,

on healthy nutrition,

836

00:46:38,783 --> 00:46:42,741

but we went right down to

qualitative interviews as well.

837

00:46:43,040 --> 00:46:45,649

So, this is just

some results from our survey.

838

00:46:45,749 --> 00:46:51,514

You can see we had an average age of

nearly 80 of our participants

839

00:46:51,722 --> 00:46:57,450

and 169 total older folk

in Scotland who took part,

840

00:46:57,550 --> 00:47:00,574

with 17 in-depth interviews.

841

00:47:00,674 --> 00:47:06,253

And, really, we wanted to show

that there was a holistic picture,

842

00:47:06,859 --> 00:47:11,638

that it wasn't just about

malnourishment or undernourishment,

843

00:47:11,738 --> 00:47:15,145

that it was a cycle of

the relationship between

844

00:47:15,245 --> 00:47:18,071

malnutrition,

or in this case undernutrition,

845

00:47:18,171 --> 00:47:21,629

being related to

social isolation and wellbeing.

846

00:47:21,729 --> 00:47:23,069

And that's exactly what we found.

847

00:47:23,169 --> 00:47:28,176

We found that poor wellbeing was

associated with greater loneliness,

848

00:47:28,276 --> 00:47:29,605

less social support,

849

00:47:29,785 --> 00:47:33,552

and that was associated, indeed,

with feeling more food insecure

850

00:47:33,652 --> 00:47:36,210

and being at risk of undernutrition.

851

00:47:36,488 --> 00:47:39,658

Risks of undernutrition

for older folk include

852

00:47:40,367 --> 00:47:43,780

rapid recent weight loss,

family concern over weight loss,

853

00:47:43,880 --> 00:47:45,338

rings becoming looser.

854

00:47:45,546 --> 00:47:47,606

So, we had very practical measures,

855

00:47:47,706 --> 00:47:53,133

but we also measured

the height and weight

856

00:47:53,233 --> 00:47:56,572

and had the BMI of

all of our participants.

857

00:47:56,990 --> 00:47:59,207

So, there was a lot of

thought that went into it.

858

00:47:59,307 --> 00:48:03,295

There was a lot of signposting

for onward support.

859

00:48:03,683 --> 00:48:06,131

And we were particularly interested in

860

00:48:06,231 --> 00:48:09,117

the people who were in receipt of

861

00:48:09,217 --> 00:48:12,275

food support services

and those who were in the community.

862

00:48:12,923 --> 00:48:19,112

So, I'm not here to show you

necessarily the findings of that.

863

00:48:19,318 --> 00:48:24,654

You can access...

We have an open source paper online.

864

00:48:24,754 --> 00:48:27,055

And, by the way, in these slides,

865
00:48:27,155 --> 00:48:28,674
which you'll receive afterwards,

866
00:48:28,774 --> 00:48:32,553
there are links to
all of these academic outputs,

867
00:48:32,653 --> 00:48:36,897
policy papers,
and blogs in the footnotes.

868
00:48:37,197 --> 00:48:41,437
But it was just interesting that
the qualitative findings really helped

869
00:48:41,537 --> 00:48:43,624
bring alive this message

870
00:48:43,724 --> 00:48:48,817
because what we found was
a story of social eating, basically.

871

00:48:49,425 --> 00:48:53,355

That it wasn't actually about finances,

it wasn't about economics,

872

00:48:53,455 --> 00:48:54,978

it wasn't even about food banks.

873

00:48:55,326 --> 00:48:56,883

Partly that was the story.

874

00:48:56,983 --> 00:49:02,279

Partly it was about the changing

nature of the high street as well.

875

00:49:02,379 --> 00:49:04,596

You know, you've lost your local shop.

876

00:49:04,791 --> 00:49:08,231

You don't recognise

how the aisles are set up.

877

00:49:08,938 --> 00:49:12,765

So, there were physical barriers,

there were financial barriers,

878

00:49:12,865 --> 00:49:14,452

but there was this huge thing around

879

00:49:14,552 --> 00:49:18,165

whether food was

perceived to be still enjoyable or not.

880

00:49:18,328 --> 00:49:21,768

And that was very much tied into

a sense of isolation and loss.

881

00:49:22,084 --> 00:49:23,452

So, here are two quotes.

882

00:49:23,639 --> 00:49:25,831

"It was different

when my husband was alive."

883

00:49:25,931 --> 00:49:27,218

Sorry I'm not Scottish.

884

00:49:27,606 --> 00:49:29,555

"I liked if he said,

'Well, I've enjoyed that',

885

00:49:29,655 --> 00:49:31,018

you know, if you cook something.

886

00:49:31,118 --> 00:49:33,026

But now, it doesn't matter."

887

00:49:33,126 --> 00:49:37,224

Or "This spiral of, 'Ach, ah can't be

bothered eatin' it's just for me'

888

00:49:37,430 --> 00:49:40,119

and 'There'll be nobody coming round'

889

00:49:40,219 --> 00:49:42,248

so I don't need to

cook for anyone else."

890

00:49:42,495 --> 00:49:48,445

So, we found financial barriers

not as prominent as

891

00:49:48,545 --> 00:49:52,437

both the personal social isolation

892

00:49:52,537 --> 00:49:56,965

but also the structural societal issues.

893

00:49:57,065 --> 00:50:02,624

So, "Now, where I live, we've had

both a butcher and a fish shop close"

894

00:50:02,724 --> 00:50:05,500

and this is due

to get worse again with COVID.

895

00:50:05,600 --> 00:50:07,068

We did this pre-COVID.

896

00:50:08,225 --> 00:50:10,155

And the last one.

"People have been very good,

897

00:50:10,255 --> 00:50:13,288

but uh, it can be a thing,

and aye and anxiety sometimes, you know.

898

00:50:13,505 --> 00:50:15,374

I've not got the energy

to go across the town

899

00:50:15,474 --> 00:50:16,822

and get some messages."

900

00:50:16,922 --> 00:50:18,217

And, again, with COVID,

901

00:50:18,317 --> 00:50:25,193

we have an actual greater barrier

to leaving the house for older folk.

902

00:50:25,870 --> 00:50:30,344

So, we came up with this cycle of

food insecurity and malnutrition risk.

903

00:50:30,444 --> 00:50:33,902

And we were super lucky

to be asked to provide evidence

904

00:50:34,002 --> 00:50:39,314

because Scotland's considering

enshrining the right to food into law.

905

00:50:39,462 --> 00:50:42,560

So, we hosted a parliamentary event

906

00:50:42,664 --> 00:50:46,993

where we able to invite MSPs

to speak to the issue

907

00:50:47,093 --> 00:50:49,461

to provide

our evidence in greater detail.

908

00:50:49,791 --> 00:50:54,599

And I can provide you with

the video to that webinar link.

909

00:50:55,486 --> 00:50:59,205

So, this has turned out to be something

910

00:50:59,305 --> 00:51:01,664

which has

a great social media presence as well.

911

00:51:01,764 --> 00:51:04,620

So, you can follow

"Eat Well, Age Well" online,

912
00:51:04,720 --> 00:51:09,138
you can follow Food Train online,
you can look at how policy and practice

913
00:51:09,238 --> 00:51:12,366
around food as a human right

914
00:51:12,466 --> 00:51:19,516
and undernutrition
as an unseen killer in older adults is

915
00:51:19,616 --> 00:51:21,865
now really a topical issue.

916
00:51:22,191 --> 00:51:26,188
So, what can we learn
from all three of these examples?

917
00:51:26,288 --> 00:51:28,754
And then we'll break up
for you to think about

918

00:51:28,854 --> 00:51:31,383

how you can apply this,

maybe, to your own work.

919

00:51:32,511 --> 00:51:35,071

Number one, in each of these examples,

920

00:51:35,171 --> 00:51:38,979

you can see that we're really about

telling the story of the data.

921

00:51:39,396 --> 00:51:43,814

So, it's about asking

the questions in different ways

922

00:51:43,914 --> 00:51:46,458

and trying to bring it together

923

00:51:46,558 --> 00:51:51,256

for a really good

data story, if you like.

924

00:51:51,356 --> 00:51:53,294

So, for instance, in Food Train,

925

00:51:53,651 --> 00:51:59,243

when COVID hit,

we were able to very rapidly

926

00:52:00,191 --> 00:52:01,749

take messages from this,

927

00:52:01,849 --> 00:52:03,433

and likewise in VisNET,

928

00:52:03,550 --> 00:52:07,327

take messages from

our findings for the pandemic.

929

00:52:07,484 --> 00:52:10,553

You know, what are some short,

sharp lessons we have here about

930

00:52:10,653 --> 00:52:12,043

food insecurity.

931

00:52:12,143 --> 00:52:14,321

And we know it's about isolation.

932
00:52:14,421 --> 00:52:17,880
Okay, we need
to promote the befriending scheme.

933
00:52:17,980 --> 00:52:20,418
And they moved rapidly
from in-person befriending

934
00:52:20,518 --> 00:52:22,035
to phone befriending.

935
00:52:22,262 --> 00:52:23,991
And meal sharing,

936
00:52:24,091 --> 00:52:28,570
how can meal making and meal sharing
take off in the pandemic safely?

937
00:52:28,807 --> 00:52:31,490
So, how can we do grocery delivery?

938
00:52:31,590 --> 00:52:34,819
How can we roll that out
on a more massive scale?

939

00:52:35,278 --> 00:52:38,646

How can we use that impact

to apply for future funding

940

00:52:38,746 --> 00:52:40,076

and expansion of Food Train?

941

00:52:40,176 --> 00:52:45,092

Because, right now, it's only in

eight local authorities in Scotland.

942

00:52:45,800 --> 00:52:49,257

How can it help us

redefine the conversation,

943

00:52:49,357 --> 00:52:51,643

redefine the discourse?

944

00:52:51,743 --> 00:52:53,311

And it is really helpful that...

945

00:52:53,411 --> 00:52:56,424

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.

953

00:53:20,679 --> 00:53:23,058

We took our findings

back to our older folk.

954

00:53:23,251 --> 00:53:26,726

We had afternoon teas,

we had a ukulele band there.

955

00:53:26,864 --> 00:53:28,674

We were able to tell the story with them

956

00:53:28,774 --> 00:53:30,534

and see if it really rang true.

957

00:53:30,886 --> 00:53:34,972

But we were also able to have

a more academic conference

958

00:53:35,072 --> 00:53:37,560

where we invited MSPs to speak,

959

00:53:37,660 --> 00:53:42,048

journalists,

ageing groups like Age UK.

960

00:53:42,734 --> 00:53:44,728

So, increase support,

961

00:53:44,828 --> 00:53:48,536

increase your networks,

like Emma was saying,

962

00:53:48,636 --> 00:53:49,900

to get the word out.

963

00:53:50,000 --> 00:53:53,098

So, we really need to think

at the start of these projects,

964

00:53:53,198 --> 00:53:56,056

it's not enough anymore to say,

"And then we had a report".

965

00:53:57,575 --> 00:53:59,373

It's really thinking about

966

00:53:59,628 --> 00:54:02,550

different levels of impact

with different stakeholders

967

00:54:02,650 --> 00:54:04,799

and how for some, you know,

968

00:54:04,899 --> 00:54:09,343

creating a film which you could

then show in schools, in Parliament,

969

00:54:09,443 --> 00:54:11,218

in different aspects will work.

970

00:54:12,062 --> 00:54:15,391

How can I triangulate the data

and make the most of the visualisations

971

00:54:15,491 --> 00:54:19,378

for a policy paper versus

what we're doing here now, a webinar?

972

00:54:19,478 --> 00:54:21,377

Which are increasingly impactful.

973

00:54:21,563 --> 00:54:25,434

So, I've put some little asterisks there

974

00:54:25,534 --> 00:54:28,189

to show

the specific Food Train examples of

975

00:54:28,289 --> 00:54:30,300

these types of

engagement and outreach.

976

00:54:30,487 --> 00:54:34,093

But you might, you know, want to

use them to develop your own.

977

00:54:34,201 --> 00:54:37,477

We had, at the conference

for multi stakeholders,

978

00:54:37,577 --> 00:54:41,882

we had a cartoonist making

visual minutes there.

979

00:54:42,100 --> 00:54:44,364

We had an older adult panel.

980

00:54:44,542 --> 00:54:48,940

So, we had a whole panel of

older folk talking about, you know,

981

00:54:50,014 --> 00:54:53,105

the policy that was being debated

and what it meant to them,

982

00:54:53,205 --> 00:54:54,496

what it meant to their lives,

983

00:54:54,636 --> 00:54:56,315

and...

Oops, excuse me.

984

00:54:57,314 --> 00:55:02,204

And there is a link,

just a screen capture from

985

00:55:02,304 --> 00:55:05,362

the piece that we wrote

for Policy Scotland,

986

00:55:05,841 --> 00:55:09,889

which had a link to the event

and the webinar recording.

987

00:55:09,989 --> 00:55:13,247

And you can see,

then people go to parliamentary events

988

00:55:13,776 --> 00:55:19,184

and it's there in perpetua,

it's there forever, essentially,

989

00:55:19,753 --> 00:55:25,662

or at least until they wipe

their Policy Scotland archives.

990

00:55:26,531 --> 00:55:29,070

So, just wrapping up then.

991

00:55:29,468 --> 00:55:32,499

We're wrapping up

the "I speak at you, you listen" part.

992

00:55:33,766 --> 00:55:35,796

Data lessons that I've learned.

993

00:55:35,896 --> 00:55:38,264

Consider novel and innovative data.

994

00:55:38,372 --> 00:55:40,061

Consider existing data.

995

00:55:40,161 --> 00:55:44,559

Consider quantitative

and qualitative data archives.

996

00:55:44,659 --> 00:55:48,028

For instance, UKDS has qualitative data,

997

00:55:48,128 --> 00:55:50,608

it is increasingly made open.

998

00:55:50,837 --> 00:55:54,714

I think we have a duty to make use of

data that has already been collected

999

00:55:54,814 --> 00:55:57,893

because that's tax payer money

if it's UKRI research

1000
00:55:58,031 --> 00:56:00,775
and somebody might have

already looked at that issue.

1001
00:56:00,923 --> 00:56:02,874
Even if it's not with your population,

1002
00:56:02,974 --> 00:56:05,083
it's a really great place to start.

1003
00:56:05,332 --> 00:56:07,231
Consider also, increasingly,

1004
00:56:07,331 --> 00:56:09,448
social media

and naturally occurring data.

1005
00:56:09,548 --> 00:56:11,154
Of course, there's ethics to this.

1006
00:56:11,675 --> 00:56:14,155

There's ethics to everything

that Phil was talking about

1007
00:56:14,798 --> 00:56:16,753
with the lifelogging camera images.

1008
00:56:16,986 --> 00:56:21,602
But sometimes it's worth
going through the ethical hoops

1009
00:56:21,830 --> 00:56:24,380
in order to use
more creative methodologies.

1010
00:56:24,708 --> 00:56:27,176
Think about blurring the boundaries.

1011
00:56:27,276 --> 00:56:28,674
So, don't just think about,

1012
00:56:28,774 --> 00:56:31,183
"I had a survey
and I had a qualitative."

1013

00:56:31,283 --> 00:56:34,240

Think about how they work together.

1014

00:56:34,340 --> 00:56:36,064

Are they sequential?

Are they parallel?

1015

00:56:36,164 --> 00:56:38,363

Do they feed into each other

in an iterative way?

1016

00:56:38,463 --> 00:56:43,242

Or do you actually use

art space methods to blur the line?

1017

00:56:43,559 --> 00:56:45,068

Think about closing the loop.

1018

00:56:45,168 --> 00:56:47,596

Can I get from numbers

to a holistic story?

1019

00:56:47,696 --> 00:56:54,005

Or can I get from a lived experience

to a national level data story?

1020

00:56:54,394 --> 00:56:56,809

So, triangulation, interdisciplinarity,

1021

00:56:56,909 --> 00:57:00,446

and DIVERSE impact in

knowledge exchange activities are

1022

00:57:00,546 --> 00:57:02,655

all something

to think about in your work.

1023

00:57:02,840 --> 00:57:04,736

Increasingly, for PhDs,

1024

00:57:05,094 --> 00:57:08,709

I've had this conversation,

I know one of my PhDs is here, Zy,

1025

00:57:08,927 --> 00:57:13,188

increasingly, for PhDs,

we're more interested in

1026

00:57:13,288 --> 00:57:19,352

impactful work than necessarily

a good journal article output.

1027

00:57:19,771 --> 00:57:22,962

So, if you can show that

you're taking your work

1028

00:57:23,349 --> 00:57:27,817

out into communities,

out to university stakeholders,

1029

00:57:27,917 --> 00:57:29,422

and trying to change things,

1030

00:57:29,522 --> 00:57:34,750

that is a really powerful indicator of

the success of your PhD work.

1031

00:57:35,809 --> 00:57:40,243

But, yes, we know that there are

definite privacy tensions.

1032

00:57:41,300 --> 00:57:43,268

We've got

the open data science framework

1033

00:57:43,368 --> 00:57:46,944

which tells us that good practice is

to make sure that your data is archived,

1034

00:57:47,044 --> 00:57:48,658

your data is open accessible.

1035

00:57:48,769 --> 00:57:51,436

However, you might be

working with vulnerable populations

1036

00:57:51,536 --> 00:57:53,830

and there might be

privacy tensions there

1037

00:57:53,930 --> 00:57:57,733

about risks of disclosure

and being GDPR compliant.

1038

00:57:57,833 --> 00:58:02,110

So, we know that this is

a simplistic way of looking at the world

1039

00:58:02,210 --> 00:58:07,334

but we do need people

to want to engage, to feel heard.

1040

00:58:08,070 --> 00:58:11,454

If we want

the policy makers to hear though,

1041

00:58:11,554 --> 00:58:14,681

we also need to learn

to speak policy maker language.

1042

00:58:14,889 --> 00:58:18,798

So, we need people to want

to be heard and to engage with policy,

1043

00:58:18,927 --> 00:58:21,886

we need policy makers

to want to listen to our story.

1044

00:58:22,172 --> 00:58:25,542

And like it or not,

policy makers like numbers.

1045

00:58:25,871 --> 00:58:27,375

They like Big Data.

1046

00:58:27,954 --> 00:58:30,124

But they don't just want numbers.

1047

00:58:30,755 --> 00:58:32,581

You know?

They like stories.

1048

00:58:32,681 --> 00:58:34,859

So, how can we integrate those together

1049

00:58:34,959 --> 00:58:36,000

to make a good message?

1050

00:58:36,100 --> 00:58:38,311

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

1051

00:58:38,388 --> 00:58:40,905

But I did actually put

a lot of thought into it.

1052

00:58:41,154 --> 00:58:44,321

So, this is one, when you

watch it back, to think about later.

1053

00:58:44,931 --> 00:58:49,680

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

1054

00:58:49,780 --> 00:58:52,248

if you're entering
the world of policy change,

1055

00:58:52,596 --> 00:58:54,332

first you need to think about why.

1056

00:58:54,432 --> 00:58:56,039

What are your motivations here?

1057

00:58:56,139 --> 00:58:58,347

Is it social justice?
Is it policy change?

1058

00:58:58,447 --> 00:59:00,310

Is it hard to reach populations?

1059

00:59:01,184 --> 00:59:02,922

Have a look at what is being debated.

1060

00:59:03,022 --> 00:59:05,410

What is in the press,

what is in politics.

1061

00:59:05,537 --> 00:59:08,626

Are there organisations

who are already involved in here?

1062

00:59:08,726 --> 00:59:10,834

Reach out to them,

put yourself forward.

1063

00:59:11,014 --> 00:59:12,603

Even if it means, you know,

1064

00:59:13,222 --> 00:59:15,071

volunteering internships, you know.

1065

00:59:15,171 --> 00:59:17,056

Make those links because

1066

00:59:17,156 --> 00:59:20,060

connecting is key to all of

the examples that we have here.

1067

00:59:20,160 --> 00:59:23,158

None of these are done

by a single researcher alone.

1068

00:59:23,808 --> 00:59:26,398

Then, if you do want

to make policy change,

1069

00:59:27,093 --> 00:59:30,050

look at what is lacking already

in the evidence out there.

1070

00:59:30,987 --> 00:59:33,355

Look at the skills that are lacking.

1071

00:59:33,639 --> 00:59:36,900

So, one way to do this,

if you jump down, is

1072

00:59:37,000 --> 00:59:40,057

to engage with

the SPICe team here in Scotland.

1073

00:59:40,157 --> 00:59:42,205

They're the Scottish Parliamentary...

1074

00:59:42,305 --> 00:59:46,892

Basically, they're the people

who link academics to policy makers

1075

00:59:46,992 --> 00:59:49,160

to try and fill that evidence gap.

1076

00:59:50,036 --> 00:59:51,955

So, that's one way.

But you can also just

1077

00:59:52,055 --> 00:59:54,719

literally reach out to MPs and MSPs

1078

00:59:54,819 --> 00:59:58,727

who are interested in

your particular issues.

1079

00:59:59,943 --> 01:00:03,292

Think carefully about the types of

events that will draw people in.

1080

01:00:03,392 --> 01:00:05,941

Here in Scotland,

you can do lunchtime events.

1081

01:00:06,041 --> 01:00:08,240

So, you can invite MSPs.

1082

01:00:08,340 --> 01:00:12,459

You can get a glossy thing

into their real inbox

1083

01:00:12,559 --> 01:00:15,900

or their virtual inbox saying,

"Come along for a lunch discussion".

1084

01:00:16,000 --> 01:00:17,519

You can have evening events,

1085

01:00:17,748 --> 01:00:21,167

which I know we've held one

for unseen disabilities.

1086

01:00:22,875 --> 01:00:25,614

And all kinds of different things.

1087

01:00:25,714 --> 01:00:29,100

But think, "How can I get,

how can I invite people,

1088

01:00:29,200 --> 01:00:30,735

how can I reach into communities

1089

01:00:30,835 --> 01:00:33,494

but how can I invite people

into my work as well?"

1090

01:00:33,723 --> 01:00:36,200

And then,

you want to think very differently

1091

01:00:36,300 --> 01:00:39,478

for public dissemination.

1092

01:00:39,866 --> 01:00:41,893

You want to look at

the public discourses.

1093

01:00:41,993 --> 01:00:43,719

Are there competing discourses?

1094

01:00:43,819 --> 01:00:45,578

Is there disinformation?

1095

01:00:46,046 --> 01:00:48,975

What are the main outlets

for getting this out here?

1096

01:00:49,200 --> 01:00:50,500

Even if it's social media,

1097

01:00:50,600 --> 01:00:54,198

it's a very different outlet

on Instagram to Twitter

1098

01:00:54,298 --> 01:00:56,899

to TikTok, for instance.

1099

01:00:56,999 --> 01:00:59,315

You see academics

increasingly on TikTok.

1100

01:01:00,182 --> 01:01:04,114

And think about,

what is the best venue for that?

1101

01:01:04,532 --> 01:01:05,631

Tag people in.

1102

01:01:05,731 --> 01:01:08,088

You know, the same thing about

connecting and making links

1103

01:01:08,188 --> 01:01:09,777

matters for social media.

1104

01:01:10,196 --> 01:01:12,434

Thinking also about

engaging journalists.

1105

01:01:12,534 --> 01:01:15,542

Academics tend to view

journalists with scepticism.

1106

01:01:15,670 --> 01:01:17,841

Emma talked about The Conversation.

1107

01:01:17,941 --> 01:01:20,661

But I think you can have really...

1108

01:01:21,445 --> 01:01:24,066

The BBC are looking for news stories.

1109

01:01:24,264 --> 01:01:28,972

So, if you could learn to communicate

in a simple three key messages

1110

01:01:29,072 --> 01:01:30,170

type of way.

1111

01:01:30,500 --> 01:01:31,789

But get some training.

1112

01:01:31,889 --> 01:01:35,176

There's social media training.

There's regular media training.

1113

01:01:35,475 --> 01:01:38,702

Get media savvy.

Use user-friendly language.

1114

01:01:38,802 --> 01:01:42,661

And you can actually make

a lot more of your work

1115

01:01:42,950 --> 01:01:45,913

if you put some thought

into this aspect of,

1116

01:01:46,013 --> 01:01:48,153

"Who do I want to communicate with?

1117

01:01:48,253 --> 01:01:50,282

And how can I change the narrative?"

1118

01:01:50,552 --> 01:01:55,391

So, that comes to the end of

the "We speak at you, you listen" part

1119

01:01:55,491 --> 01:01:58,216

and we're a little bit over

what I had hoped.

1120

01:01:58,416 --> 01:02:00,455

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

1128

01:02:18,767 --> 01:02:20,276

to the Miro board

1129

01:02:20,736 --> 01:02:22,844

and we will...

1130

01:02:22,944 --> 01:02:24,783

Are we going to go

into three breakout rooms?

1131

01:02:26,000 --> 01:02:27,599

So, we'll go into three.

1132

01:02:28,175 --> 01:02:30,775

And the number of your breakout room is

1133

01:02:30,875 --> 01:02:33,434

the part of the board

you need to zoom in on.

1134

01:02:33,774 --> 01:02:35,702

So, we have breakout room one,

1135
01:02:35,882 --> 01:02:37,661
which has got a green background.

1136
01:02:37,821 --> 01:02:42,115
Breakout room two is orange.
And breakout room three is yellow.

1137
01:02:42,632 --> 01:02:45,600
So, on the Miro board,
there are questions.

1138
01:02:45,700 --> 01:02:48,236
One related to policy and research,

1139
01:02:48,336 --> 01:02:51,285
and then the other
to social media and research.

1140
01:02:51,438 --> 01:02:53,998
And we're going to
talk through those questions

1141

01:02:54,326 --> 01:02:58,551

and you can add post-it notes

to the Miro board if you would like.

1142

01:02:58,651 --> 01:03:01,248

Otherwise, we'll be adding things there

1143

01:03:01,490 --> 01:03:05,561

to get some ideas down

and just have a chat about it.

1144

01:03:05,980 --> 01:03:07,577

Great.

Emma, have you put the link

1145

01:03:07,677 --> 01:03:08,920

to the Miro board in the chat?

1146

01:03:09,020 --> 01:03:10,137

- I'm sure you have.

- Yeah.

1147

01:03:10,516 --> 01:03:13,294

Okay, great.

So, I see we've lost a few people

1148

01:03:13,394 --> 01:03:15,691

and that's fine.

Interactive's not for everyone.

1149

01:03:15,800 --> 01:03:17,223

But there's no, I should have said,

1150

01:03:17,323 --> 01:03:20,142

there's no pressure to have

registered for Miro

1151

01:03:20,591 --> 01:03:23,218

because we can do

the sticky notes for you

1152

01:03:23,607 --> 01:03:24,846

or you can join with us.

1153

01:03:24,946 --> 01:03:27,275

I'll just send everybody

to breakout rooms now.

1154

01:03:27,509 --> 01:03:31,027

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

1158

01:03:42,560 --> 01:03:45,139

for these different audiences.

1159

01:03:46,159 --> 01:03:48,879

So, welcome back, participants.

1160

01:03:49,187 --> 01:03:52,377

I think a few people might

still be joining back.

1161

01:03:52,765 --> 01:03:56,314

But thank you all so much

for our fun activity.

1162

01:03:57,553 --> 01:03:59,140

I'm going to ask each group

1163

01:03:59,240 --> 01:04:02,909

to just maybe pick a person

to share back briefly.

1164

01:04:03,235 --> 01:04:04,678

But what we can do is,

1165

01:04:04,778 --> 01:04:09,578

we'll have Emma

tidy up our little boards

1166

01:04:09,678 --> 01:04:12,709

and what we can do is,

when you're finished,

1167

01:04:12,933 --> 01:04:16,080

when we're done, I'll make sure

that we email all attendees

1168

01:04:16,180 --> 01:04:17,548

a copy of the slides,

1169

01:04:18,054 --> 01:04:20,942

a lovely screen capture of our board,

1170

01:04:21,100 --> 01:04:23,476

and a recording of this session,

1171

01:04:23,576 --> 01:04:25,284

so that you can go back over

1172

01:04:25,384 --> 01:04:27,521

and have a think about

what we've discussed.

1173

01:04:27,691 --> 01:04:28,978

But can I just ask...

1174

01:04:29,205 --> 01:04:31,745

We ended up having

only two groups in the end, didn't we?

1175

01:04:31,845 --> 01:04:34,062

I thought we had three.

1176

01:04:34,162 --> 01:04:38,667

But maybe I could ask for

a volunteer from Emma and Phil's group.

1177

01:04:38,767 --> 01:04:40,993

Do you want it to be

Emma or Phil or somebody else?

1178

01:04:41,300 --> 01:04:42,488

Yeah.

So, we had...

1179

01:04:42,588 --> 01:04:44,603

We mostly focused on the policy question

1180

01:04:44,703 --> 01:04:47,890

and we got into

a really interesting discussion about

1181

01:04:47,990 --> 01:04:51,336

the tension between

wanting to create change

1182
01:04:51,436 --> 01:04:55,699
but then resistance to that change
because of how fixed structures are

1183
01:04:55,799 --> 01:05:00,064
within, for example, education,
within institutions like universities.

1184
01:05:00,463 --> 01:05:04,791
So, how do you get people
to engage with and challenge

1185
01:05:04,891 --> 01:05:07,040
their perceptions of what might work?

1186
01:05:07,140 --> 01:05:09,600
And that can even be with
people who are vulnerable

1187
01:05:09,700 --> 01:05:11,218
who you are trying to help.

1188

01:05:12,394 --> 01:05:14,784

We didn't really come up with a solution

1189

01:05:15,143 --> 01:05:17,482

but we spoke a lot about

1190

01:05:18,747 --> 01:05:20,102

engaging with lay people,

1191

01:05:20,202 --> 01:05:24,191

using a kind of vocabulary

that is not academic, is not jargony,

1192

01:05:24,551 --> 01:05:26,779

combining stories and numbers,

1193

01:05:27,423 --> 01:05:29,023

going slow and steady,

1194

01:05:29,934 --> 01:05:32,400

and making sure that,

in the first instance,

1195

01:05:32,500 --> 01:05:35,688

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

1202

01:05:53,703 --> 01:05:55,879

practical discussion.

This sounds like you got

1203

01:05:55,979 --> 01:05:58,776

quite philosophical there.

But, brilliant.

1204

01:05:58,955 --> 01:06:01,263

Would anybody from

our group like to feedback?

1205

01:06:01,363 --> 01:06:03,791

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

1206

01:06:04,179 --> 01:06:05,587

Does anybody want to feedback

1207

01:06:05,687 --> 01:06:08,153

a little bit on

some of the post-it notes?

1208

01:06:08,253 --> 01:06:10,291

Either from social media or policy.

1209

01:06:10,791 --> 01:06:12,738

Sure.

I'll jump in.

1210

01:06:12,838 --> 01:06:14,274

- So...

- Which one do you want to

1211

01:06:14,374 --> 01:06:15,681

feedback on, Brittney?

1212

01:06:16,600 --> 01:06:17,829

Well, I mean, funnily enough,

1213

01:06:18,025 --> 01:06:20,404

a lot of our answers

overlapped quite a bit

1214

01:06:20,504 --> 01:06:22,674

for both questions one and two.

1215

01:06:22,973 --> 01:06:25,232

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

1222

01:06:45,010 --> 01:06:49,067

pull people in, a way for people to

easily digest information quickly,

1223

01:06:49,167 --> 01:06:52,233

and what will get them interested in

reading more about the research.

1224

01:06:53,173 --> 01:06:55,908

And then, also, for question one,

1225

01:06:56,008 --> 01:06:59,178

making sure that there are

numbers accompanying the words

1226

01:06:59,278 --> 01:07:02,221

because, at the end of the day,

policy makers do want to see

1227

01:07:02,808 --> 01:07:05,626

what they feel is

much more concrete evidence of things.

1228

01:07:05,726 --> 01:07:08,784

So, making sure that we include

statistics and the numbers

1229

01:07:08,972 --> 01:07:10,569

to accompany the words.

1230

01:07:12,642 --> 01:07:14,999

Great, did anyone else

from the group want to jump in?

1231

01:07:15,099 --> 01:07:16,258

Anything we missed?

1232

01:07:17,900 --> 01:07:19,246

It's a fair summary.

1233

01:07:20,613 --> 01:07:25,612

A good overlap between

how you appeal to people on social media

1234

01:07:25,712 --> 01:07:29,211

and how you appeal to

people in Parliament.

1235

01:07:30,399 --> 01:07:34,708

The one thing I would add that I've

found when I've read policy briefs is

1236

01:07:35,225 --> 01:07:37,129

the emphasis they all seem to have on

1237

01:07:38,021 --> 01:07:39,349

when a goal can be achieved

1238

01:07:39,449 --> 01:07:45,144

or what, sort of,

interim goals have they put in place

1239

01:07:45,244 --> 01:07:48,694

for this to happen.

1240

01:07:49,105 --> 01:07:52,240

And they have a lot of metrics

to measure how far they've got,

1241

01:07:52,340 --> 01:07:54,391

how much progress

they've got left to go.

1242

01:07:54,870 --> 01:07:58,879

And I think that can be quite attractive

to somebody from a policy standpoint

1243

01:07:58,979 --> 01:08:02,588

because they know what,

you know, they're aiming towards.

1244

01:08:04,162 --> 01:08:05,370

Yeah, I like that.

1245

01:08:05,470 --> 01:08:07,690

You said, think about

what you want to change,

1246

01:08:07,790 --> 01:08:09,608

think about the timeline for change,

1247

01:08:09,708 --> 01:08:12,136

think about

the key players in that change.

1248

01:08:12,236 --> 01:08:14,154

Which was quite simple, so...

1249

01:08:14,362 --> 01:08:16,551

Wonderful.

Well, believe it or not,

1250

01:08:16,651 --> 01:08:17,701

we're bang on time.

1251

01:08:17,801 --> 01:08:21,229

I feel like we could have

discussed a lot more.

1252

01:08:21,329 --> 01:08:22,837

But what I will do is

1253

01:08:22,949 --> 01:08:25,567

I'll leave the call open

for Question and Answers

1254

01:08:25,667 --> 01:08:28,176

and I'll hang on here

to answer some questions.

1255

01:08:28,693 --> 01:08:30,159

But I'm going to stop the recording

1256

01:08:30,259 --> 01:08:32,538

and, like I said, I'll make sure that

1257

01:08:32,638 --> 01:08:36,255

Rhiannon emails you all

the slides, the recording,

1258

01:08:36,355 --> 01:08:39,542

and our lovely little,

is it minty board?

1259

01:08:39,642 --> 01:08:41,111

I can't, I forgot the name of it.

1260

01:08:42,149 --> 01:08:43,407

- Which is it, Emma?

- Miro.

1261

01:08:43,772 --> 01:08:46,920

Miro board, the lovely Miro board

that you've all created.

1262

01:08:47,178 --> 01:08:48,756

But we're very contactable

1263

01:08:48,856 --> 01:08:53,834

so the final slide,

that I'm no longer screen sharing, is

1264

01:08:53,934 --> 01:08:58,022

basically a slide for getting in contact

with Urban Big Data Centre.

1265

01:08:58,122 --> 01:09:00,710

The web link's there.

You can access our data.

1266

01:09:00,810 --> 01:09:02,870

We've got

so many different types of data.

1267

01:09:03,108 --> 01:09:05,877

You can access

the skills training videos

1268

01:09:05,977 --> 01:09:08,593

for all of our skills

and capacity building events.

1269

01:09:09,161 --> 01:09:11,812

Or you can just get in touch

and tell us about your work.

1270

01:09:11,912 --> 01:09:13,550

So, thank you all so much for coming.

1271

01:09:13,705 --> 01:09:16,447

And we look forward to

engaging with you in the future.