

Science Communication South West 2024 Programme

@SciCommsUWE

#scicommsw24

Welcome!

A warm welcome to SciComm South West 2024. We hope you have a fun and informative day, with ample time to meet fellow science communicators.

About us

The Science Communication Unit (SCU) at UWE Bristol is internationally renowned for its diverse and innovative activities, designed to engage the public with science. We are also committed to training would-be science communicators via our postgraduate programmes, dedicated professional short courses and workshops.

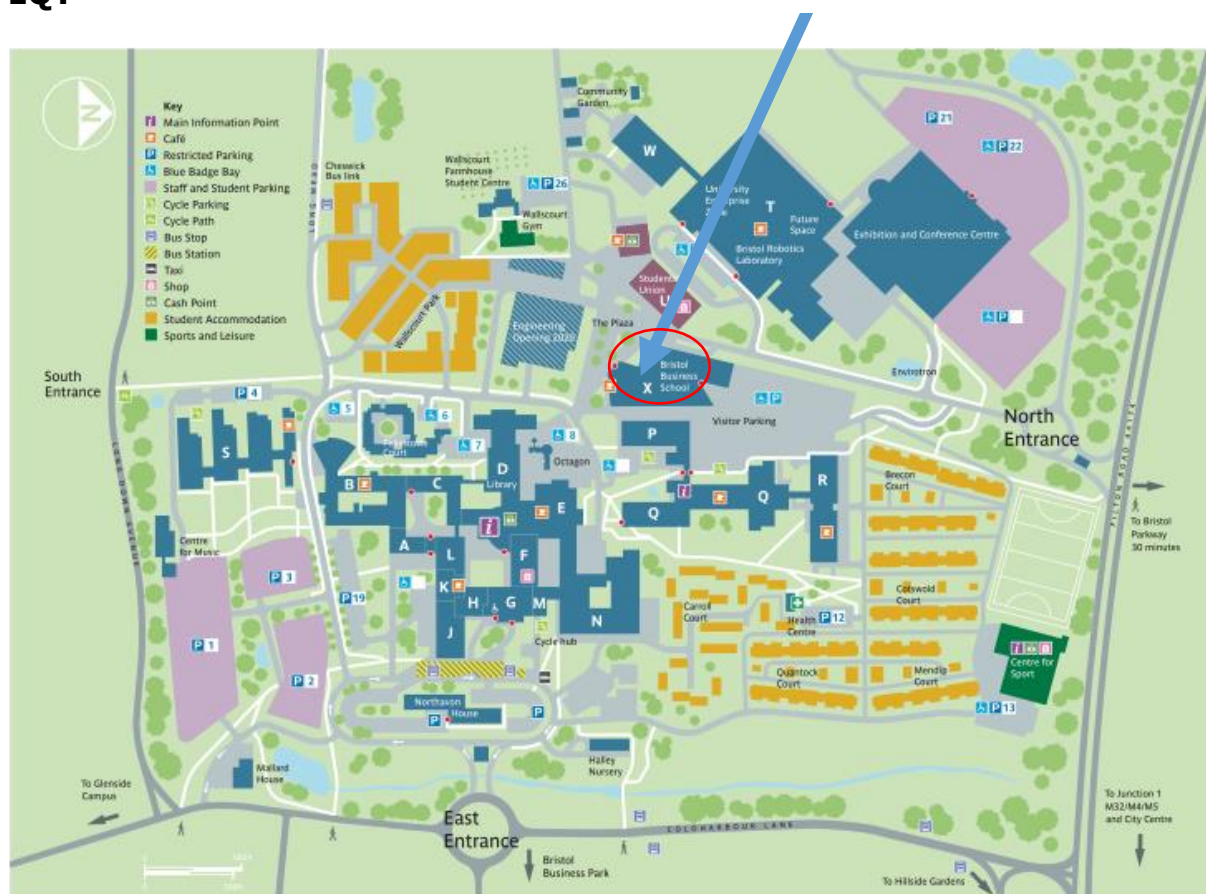
Many thanks to the organising team for making this event possible:

Emma Weitkamp, Clare Wilkinson and Jane Wooster

Frenchay Campus

Coldharbour Lane
Bristol
BS16 1QY

SciComm South West 2024



Food and drink

In order to provide for different needs and to reduce our environmental impact, we have decided to make a vegetarian/ vegan lunch the default option. Where possible we have eliminated the use of single-use packaging. Other dietary requirements will be available on request.

Nature walk

Join our Grounds Manager Richie Fluester at 12:45 on a slow amble around some of UWE Bristol's top nature spots. Learn about the natural history of the campus and what UWE Bristol is doing to increase biodiversity. If you would like to join the walk, please sign up during morning registration as spaces are limited.

What session should I go to?



Traditional QA

Speakers will talk about projects they've been working on to celebrate successes and/or ask for help from the community.



Show and tell

Expect the unexpected in these fun and interactive sessions, showcasing the latest science communication tools and technologies for engaging different audiences.

Please note that we may ask you to pick your second choice session if the room is at capacity. The number of spaces are shown after the room number for clarity.

Programme

9.00-10.00

Registration, refreshments and networking | Atrium (storage for coats and bags in 2X116)

10.00-11.00

Conference welcome and keynote speakers.

The Practice of Inclusion: Reflecting on assumptions, definitions and underlying processes
Dr Lindsay Keith and Wyn Griffiths| 2X112

11.00-11.15

Grab a drink and take it to your workshop | Atrium

11.15-12.15: Parallel sessions (choose 1)

- SciComm teaching, outreach and inclusion for climate change and biodiversity (Laura Fogg Rogers, Jen Weston) | 3X107 (27)
- Grab your audience: podcasts, documentaries and storytelling (Chetna Krishna, Sam Ridgeway, Ross Exton) | 3X109 (50)
- Mastering the art of SciComm (Ian Cooke-Tapia, Wendy Sadler)| 3X110 (50)

Quiet/ spare room 3X114 (27)

12.15-13.15 Networking lunch

Lunch with optional nature walk. There will also be an opportunity to informally meet with Dr Amanda Webber, programme leader for the MSc Science Communication at UWE Bristol.

13.15-14.15: Parallel sessions (choose 1)

- Zeroing in on participants, from inception to evaluation (Ellen Dowell, Margarida Sardo, David Judge, Graham Johnson & Helen Della Nave) | 3X110 (50)
- Communicating health issues: participation, interaction and arts (Ana Vasconcelos, Jessica Fletcher, Ben Meller) | 3X109 (50)
- Thriving, surviving and the ethics of SciComm (Hannah Tribe, Clare Wilkinson) | 3X107 (27)
- Art and science: meeting in creative spaces (Georgia Wells, Anatolii Kozlov) | 3X114 (27)

14.15-15.15: Parallel sessions (choose 1)

- Language and memory, communication and belonging (Hannah Little, Hania Tayara)| 3X109 (50)

- SciComm beyond borders: reaching out to new audiences (Russell Arnott & Becky Randall, Siobhan Fairgreaves, Andy Ridgway) | 3X110 (50)

Quiet/ spare room 3X114 (27)

15.15-15.30

Refreshment break | Atrium

15.30-16.30: Panel discussion and closing remarks | 2X112

20 years of MSc Science Communication at UWE Bristol: Celebrating our graduates

Mae Dorricott| Sharon Hall| Melanie Knetsch| James Riley

16.30-17:30

Drinks reception, networking and entertainment | Atrium

Morning plenaries

10.15-11.00: Keynote speakers: Dr Lindsay Keith and Wyn Griffiths | 2X112

The Practice of Inclusion: Reflecting on assumptions, definitions and underlying processes

SMASHfestUK is an award-winning festival which was designed 'in the community, with the community, by the community' through participatory design and action research to create the UK's first Design-led inclusive STEM and Arts festival. The festival developed evidence based principles of engagement, immersion and narrative transportation to work with young people from areas facing socio-economic challenges and intersecting disadvantages as creators, producers, facilitators and audiences. This created welcoming and meaningful events and productions that attracted a high proportion of audiences new to informal STEM and Arts events and who were representative of the host areas. Their process and practice challenged some existing assumptions about what inclusion really means.

In this keynote Lindsay and Wyn will reflect on the evolution of their principles and methods through a series of lenses over time, across practice landscapes and through neurodivergent perspectives. Discussing the design of their methods, approaches and programmes, they will explore how SMASHfestUK aimed to create inclusion that produced a reciprocal sense of belonging, of ownership, of resonance and meaning to all participants. They will discuss how to co-create programmes and experiences that embed agency, celebrate and build identity and embodiment. Finally they'll reflect how, although progress has been made in their own practices, continual development is critical and how this is supported by an 'everything is a prototype' mindset.



Dr Lindsay Keith BSc, PhD

Head of Communications and Engagement , Medical Research Council Laboratory of Medical Sciences (MRC LMS)

Lindsay is a BAFTA nominated film-maker, and award-winning science and arts festival producer, writer and researcher, who currently works as Head of Communications and Engagement at the Medical Research Council Laboratory of Medical Sciences (partnered with Imperial College London). Her research focuses on inclusive engagement and equity of access to informal STEM education experiences and has been focussed around participatory action research through SMASHfestUK. Her writing and research explores the effectiveness of immersive experiences in prompting behavioural and attitudinal change, most recently through a Windrush generation pop-up shop at Westfield in West London.



Wyn Griffiths BA, PGCE, MSc, FRSA

Senior Lecturer – Department of Design Engineering and Mathematics,
Middlesex University

Director – SMASH-UK CIC (SMASHfestUK)

Principal Investigator – UKRI/STFC Legacy Award 'Climate Crisis -
FLOOD!: An immersive, collaborative and scaleable experience and co-
production programme'

Wyn is a multi-award winning designer, maker, researcher and producer working in participatory design and action research for positive social transformation. He is a Senior Lecturer at Middlesex University in the Department of Design Engineering and Mathematics, Director of SMASH-UK CIC (SMASHfestUK) and PI on the UKRI/STFC Legacy Award 'Climate Crisis - FLOOD!: An immersive, collaborative and scaleable experience and co-production programme'. His roles intersect in exploring design justice and inclusive creative empowerment in formal and informal learning environments, through participatory action research and design methods.

11.15-12.15: Parallel sessions

● **Climate Action Hub: Providing real-world practice-based learning for students to engage with a just transition to net zero.** | Room 3X107

Universities have a social and moral purpose to ensure graduates are educated to understand the Climate and Ecological Emergency and to participate in the changing jobs market during a just transition (Leal Filho et al., 2023). Problem or Practice Based Learning (PBL) provides a suitable teaching method to develop sustainability-literate graduates within science communication by emphasising real-world problem-solving and student-centred investigation (Fogg-Rogers et al., 2022). This method fosters holistic systems thinking, interdisciplinary insights, ethical considerations, and an emphasis on the long-term viability of technical solutions (Cavadas, Linhares, 2023), while also inspiring and motivating learners (Loyens, 2015). Furthermore, research indicates that STEM activities which draw on wider societal or environmental purpose (communal goals) are more attractive to women (Diekman et al., 2017), while hands-on maker projects have also been shown to improve identity and agency in STEM for black men and encourage engagement for other minorities (Greene et al., 2019).

UWE Bristol is one of a handful of Higher Education Institutions to have embedded Education for Sustainable Development through all its courses (Fiselier et al., 2018) as well as launching a new Climate Education course to educate students on the complex problems and solutions surrounding climate change. This is enhanced with the Climate Action Hub, which embeds science communication teaching and understanding of society to applied climate communications projects (Laggan et al, 2022). Linked projects include education outreach through the Inspire Sustainability schools programme, focussing on green jobs and diversity in STEM, as well as the community-focussed MAKERS project (Making and Knowledge Exchange for Repair and Sustainability), which connects students with community groups for co-developed knowledge sharing and solutions. This paper presents outputs from these case studies to indicate how and where science communication education and practice-based learning may contribute further towards the net zero transition.

Dr Laura Fogg-Rogers, Associate Professor, Science Communication Unit, UWE Bristol

● **To outline some of the issues that citizen science faces in terms of the lack of representation of minoritized groups, and some of the possible barriers** | Room 3X107

You head up an NGO that is responsible for organising a small citizen science wildlife counting annual event for the last 5 years and you want to widen participation to minoritized groups. Each year the event undertakes some evaluation, and the results show that the majority of participants are white and elderly. You know that this is common for much citizen science and that individuals face barriers to participation. You have access to multiple groups of individuals that are already engaged with wildlife (via email and Twitter and Facebook). The citizen science event you are organising is on a Saturday in July. Its currently March. How would you go about widening participation and breaking down barriers? What steps would you undertake to reach a wider and more diverse group of individuals.

Jen Weston, PhD student, Science Communication Unit, UWE Bristol

● **Early morning coffee at CERN: a video podcast series in-making** | Room 3X109

Get ready to sip on some brain juice with our brand-new video podcast series straight from the caffeinated minds at CERN! – ChatGPT.

We are currently in the process of producing a video podcast series hosted by the scientists at CERN, the largest laboratory of particle physics in the world. This initiative aims to share the science of CERN in an engaging and accessible manner. We have already filmed our first episode and the second episode is underway.

Our audience is those who are in awe of CERN, but don't know exactly what we do! Here I would like to highlight what it takes to create a podcast from scratch, or at least what's our approach. I'd be keen to hear from other people who have experience in developing science podcasts or insights and feedback to share.

As the Director and Producer of this show, I'm also striving for a more diverse representation of scientists at CERN, and I'm so proud we are getting there, slowly, but surely.

Chetna Kirshna, Communications Officer, CERN

● **AI: A Creative Tool For Pitching SciComm** | Room 3X109

Working in science communication and documentary filmmaking, I have found the explosion of artificial intelligence to be both scary and inspiring. It is fundamentally changing the way that I pitch science media to broadcasters and institutions - brainstorming ideas, writing entertaining copy, and creating visuals. In this presentation, I will share documentary pitch decks that we have created and how we utilised AI tools in the process - plus how scicommers may want to use these tools when pitching their projects. Through this case study, I will discuss best practices and learnings we have discovered during the process, from perfecting prompts to current limitations. Ultimately, how can we responsibly use AI to positively elevate our work whilst not damaging the industry?

Sam Ridgeway, Assistant Producer

● **The Secrets of Storytelling in Film** | Room 3X109

Video content for Science Communication can seem like an obvious solution to grab the attention of your audience. Everyone nowadays loves watching videos, right?! But video without direction cannot answer a fundamental question your audience may be asking themselves: "Why should I care?" How do you make information meaningful and relevant to your viewers? How can you weave context and education together?

Since humans first gathered around a fire to share food and warmth, they also shared knowledge with one another... through stories. Stories give meaning to information, and provide your viewers with a reason to care.

Applying narrative frameworks & devices to your educational content can hook and engage your viewers; taking them on a journey and learning along the way. Some example frameworks include: The Hero's Journey; 3 Acts; But... so... / Conflict and consequence; Beginning "in media res"; The

Pixar Fairytale; Freytag's Pyramid; Breaking the Fourth Wall; Mazin's Bait and Switch

This presentation will give you an introduction to some of these frameworks & share the Secrets of Storytelling in Film.

Ross Exton, Director, Watch and Learn Productions

● Time travel machines and other uses of illustration for science communications | Room 3X110

Cooked Illustrations is a visual communications studio based in Cardiff. We have gone underwater (on paper!) drawing in the Central American Pacific, illustrated scientific conferences, and produced animated explainer videos seen by thousands.

We will showcase *Martina and The Bridge of Time*—A children's book that helped fill in educational provision gaps in Panama. Martina is a young girl full of questions about her homeland and its history. After finding no answers in her own history books, Martina builds a Time Machine and travels back through time to witness Panama's geological, biological and human history for herself. *Martina and the Bridge of Time* shows how a deep interest in place can be a core technique in communicating complex ideas to diverse audiences. Focusing on the audience's relationship to their local environment and identifying how these relationships can overlap with existing science stories extrapolated from scientific research can have powerful resonance with local audiences regardless of format. The success of *Martina and the Bridge of Time* shows the power and potential of intellectual properties as not just carriers of scientific research messaging, audience development and engagement, and ways to develop successful outreach programmes, but also as a tool through which new methodologies of engagement and sustainability can be developed.

Ian Cooke-Tapia, Creative director and founder of Cooked Illustrations, Cooked Illustrations

● CHAMP-ing at the bit - what type of science demonstrations have the most impact? | Room 3X110

Science shows as a medium for communicating science are used widely across the UK, yet there is little literature about the long-term impact they may have. In 2023 I published results of a longitudinal study looking at the short- and long-term impact of the science show; 'Music to your ears', which was initially performed on behalf of the Institute of Physics Schools Lecture tour and has since been offered extensively at schools and events through the scicomm social enterprise, Science Made Simple. The impact was measured using the immediate reaction to the show, the number (and type) of demonstrations (demos) recalled long-term, and the applied use of any memories from the show.

Data was gathered using questionnaires immediately after the show and focus groups held two and a half years later. To enrich the data, and minimize bias, interviews with professional science presenters were also included in the data analysis.

Data from the questionnaires was used to develop a framework of five demonstration categories to describe their essence, or main purpose. The categories used in this study were; curiosity (C), human (H), analogy (A), mechanics (M) and phenomena (P).

In a highly interactive session, I will demonstrate live examples of each of the five types used in the study (volunteers will be expected!) and summarise the results we found on which was most effective. Will the audiences view match that of the professional show developers and presenters? This session will reveal what was found...

Wendy Sadler, Director, Science Made Simple

Quiet room | Room 3X114

Want some peace and quiet? A place to gather your thoughts or to relax before the next session? Then take this opportunity to chill out in our quiet room.

Post lunch plenaries

13.15-14.15: Parallel sessions

● **Let's talk About Cough** | Room 3X110

Let's Talk About Cough is a Wellcome funded creative engagement project involving people with lived experience of chronic cough, creative practitioners and researchers from the University of Manchester and Imperial College London.

The project set out to achieve a highly participatory, non-hierarchical, creative exchange process between researchers, healthcare professionals and lived experience participants. Just as the project was beginning, Covid-19 halted everything. Respiratory researchers were reassigned and the planned programme of in-person workshops was scrapped.

We started from scratch, building an online community, a network of unique and diverse perspectives, a foundation of trust forged in experimental Zoom workshops and a story about cough. Just a cough, a little, simple, boring, trivial cough. Just a cough.

This community chose to engage everyday people in everyday places, producing an immersive audio experience for public libraries. The aim, to create empathy and understanding about chronic cough and its impact on people's lives. One in ten people live with chronic cough.

In this session we would like to share the story of Let's Talk About Cough and the model of participation, creative exchange and collaboration that arose from the freedom of experimentation and not knowing where we would end up.

Ellen Dowell, Creative Producer, Let's Talk About Cough

● **Evaluating large-scale participatory projects: what works?** | Room 3X110

Evaluating the societal impact, value, and success of participatory research projects holds great value for both funders and project teams. Given their inherent complexity, large-scale international projects often entail collaboration among multidisciplinary and/or transdisciplinary teams from various countries.

This study derives from our extensive experience in evaluating large-scale international participatory projects, aiming to discuss the methods that we have found to be both suitable and effective for the evaluations, the participants and the teams involved. Specifically, we draw on the evaluation of two Horizon 2020 funded projects - WeCount and ClairCity. Both were substantial European participatory projects, each involving several distinct geographical regions, with large multidisciplinary teams.

Our focus when evaluating lies on assessing the participants' experience and documenting the journey of the project team. By contributing to the existing body of literature on evaluation, this study aims to guide future participatory projects in adopting sound practices for effectively and comprehensively evaluating large-scale participatory projects.

This paper concludes that establishing a balance between the desired scope of evaluation and practical feasibility is crucial, requiring early agreement on compromises and that the success of project evaluation is closely tied to comprehensive support and training for everyone involved. In the case of non-specialist partners, simplicity in the evaluation process is essential to facilitate

effective implementation. Ongoing support for local teams is vital, acknowledging potential challenges and providing readily available guidance to make a significant difference in the evaluation's success. In this presentation we will share our reflections and learning, as well as practical tips and successful strategies. Authors: Margarida Sardo, Laura Fogg-Rogers and Sophie Laggan

Dr Margarida Sardo, Senior Research Fellow, Science Communication Unit, UWE Bristol

● **Creative Interview Methods to Understand the Impact of Open City Research | Room 3X110**

As a science centre, We The Curious is not just interested in the difference made to visitors, but also the difference audiences can make to active research. Through the Open City Research programme, audience contributions help shape active research and improve the outcomes of research for everyone. But do these audience contributions really make a difference?

In this session, we will give early insights into a collaboration between We The Curious and the UWE Science Communication Unit. Our challenge: How do we create a flexible method for generating data which allows all people involved to get something out of it? Working together, we have developed and are currently piloting creative, reflective interview methods which use materials such as plasticine and everyday objects. We will discuss how we are using these tools to explore the potential impacts of Open City Research in a way which demonstrates impact and opens up new possibilities for practice. As we move into the next stage of this project, we will reflect on the challenges and potentials of this approach and ask the audience: How can we create tools that work for both practitioners and researchers?

Helen Della Nave, Head of Open City Research, We The Curious

Dr David Judge, Lecturer in Science Communication, Science Communication Unit, UWE Bristol

Graham Johnson, Open City Research Manager, We The Curious

● **Information design as a vector in science communication: A co-design approach involving Autoimmune Encephalitis patients, their families, scientists, and medical professionals | Room 3X109**

One of the current challenges of science communication is associated with creating innovative and effective ways to engage society in scientific subjects. Visual science communication and information design create novel opportunities for science communication and health literacy promotion, ultimately diminishing the gap between science and society.

Participatory approaches like co-design involves the active participation of the endusers in the design process. Here, their needs and perspectives are integrated in the design process, thus reinforcing a bidirectional approach to science communication. The aim of this multidisciplinary PhD project is to create awareness and health literacy about Autoimmune Encephalitis (AE). AE is a group of immune brain disorders that is currently poorly communicated in the Portuguese context, where this project is taking place.

In this project, we seek to explore the role of participatory design in promoting effective communication and health literacy about AE. To achieve this, we will conduct 3 design scenarios,

all of them with the aim of designing infographics to communicate about AE to patients/families. The first scenario consists of a traditional approach, in which the designer/researcher designs alone. The second and third scenarios will consist of co-design sessions with clinicians and AE patients/families, respectively. Afterwards, we will evaluate and compare the impact of the infographics co-designed in different scenarios, in improving communication and understanding of the disease.

For this conference, I propose to present our methodological approach and some preliminary results to foster discussion about the challenges and benefits of using of participatory approaches in science communication. Moreover, this presentation can promote an interesting discussion, not only to improve the quality of this research, but also to share tips between participants on how to actively engage people in science communication research.

Ana Vasconcelos, PhD student, University of Coimbra

● **SciComm for Wellbeing: A pilot study exploring how a science centre can impact wellbeing of patients rehabilitating from brain injury** | Room 3X109

Oriel Science is a Swansea University project which showcases our research through inspiring and interactive exhibits designed to nurture curiosity and engage our local community. We currently have 50 exhibits under our theme of 'Imaging', including everything from Ancient Cyprus, to micrometeorites, medical imaging, and the impact of deepfakes. We recently launched a pilot 10-week social prescribing programme for a group of patients rehabilitating from brain injury, referred from the Swansea Bay University Health Board Neurorehabilitation and Brain Injury Service. NHS Wales defines 'social prescribing' as "a means of enabling GPs, nurses and other primary care professionals to refer people to a range of local, non-clinical services" provided by charitable, volunteer, and community sector organisations. This can include activities such as gardening, sports, art, and volunteering, and such programmes have been indicated to promote community building and improve emotional wellbeing. Social prescribing has the potential to extend beyond these activities however; the Gardens, Libraries and Museums for Wellbeing report (2020) and the National Alliance for Museums, Health and Wellbeing 'Museums as Spaces for Wellbeing' (2nd report) emphasise the support museums and other cultural enterprises can provide in helping to build social networks, and enhance health and wellbeing. We set out to explore the role that science centres, like Oriel Science, could play. In our presentation, will report on our findings from our social prescribing project, including quantitative and qualitative survey responses from our patient participants, the experiences of researchers delivering the session, and reflections from the neurorehabilitation clinical team. We will discuss how we plan to support wellbeing of our community members further in our future activities and how conference delegates could approach setting up similar projects at their own organisations.

Dr Jessica Fletcher, Senior Lecturer Medical School Foundation Year Lead, Swansea University Medical School

● **The Public Face of Killer Fungus** | Room 3X109

Here at the MRC Centre for Medical Mycology at the University of Exeter (MRC CMM), we are committed to raising awareness of the threat of fungal infections, which kill around 3 million people every year.

When we talk about fungal diseases people tend to think of superficial skin infections such as Athlete's Foot, but here at MRC CMM we deal with deadly pathogenic fungi. We have access to limited treatments for fungal disease and these have started to lose their efficacy, due to overuse and growing antifungal resistance.

We need the public to be more aware of the issues, to bring attention to these conditions and increase funding for research into improved diagnostics and treatment.

To get these messages across, we have been working with interdisciplinary partners to deliver innovative and eye-catching experiences. We have worked with sculptors, artists, photographers, comic book writers, dancers, film makers and textile students to produce impactful, creative experiences that we have used in different ways to engage audiences.

As well as our artistic projects, we have developed hands-on activities to help us engage the public with Medical Mycology, and have taken these to science festivals, open days, community events and schools. We also ran a popular escape room event called 'Killer Fungus' at the British Science Festival 2023. The MRC CMM values the voice of the public and we have several initiatives whereby members of the public are invited into dialogues between themselves and the researchers. This creates a dynamic research environment where diverse voices are interwoven into our work.

We will give you an insight into how these projects have come about, how we have measured impact and recruited public participants. We will demonstrate how public engagement can be added into your research and the importance of having this built into your project design.

Ben Meller, Public Engagement & Communications Manager (University of Exeter), Public Engagement Associate (University of Bristol)

● **Can a non-scientist do sci comm? PREMSTEM's recipe for success** | Room 3X107

I have been the communications advisor on the EU-funded project, PREMSTEM, since 2020. In this project, the researchers are investigating human mesenchymal stem cells as a potential treatment for brain injury which can affect preterm-born children. In this session I'll focus on examples and anecdotes from PREMSTEM to discuss how a non-scientist can thrive (and survive) in a sci comm role, the ingredients they may need to incorporate into their tasks, as well as the importance of working alongside some open-minded sous chefs (the academics!). As a languages graduate with barely a GCSE in science, I'll use my perspective to consider how non-scientists can maximise, adapt and enhance the training, soft skills and interests that they have in their 'pantry' to take on the challenges of communicating and interpreting complicated science for non-expert audiences. I'll talk about some of the key ingredients that the research team can bring to the table, including the valuable role of mentoring. I will also discuss the benefits of being able to engage with stakeholders through co-creation activities, how this can boost your own knowledge of a complicated topic while putting it into context by learning from people with lived experience and different perspectives. In this session, I aim to leave the audience with food for thought and a range of appealing takeaways,

with the overarching message that sci comm is not just for scientists!

PREMSTEM has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 874721.

Hannah Tribe, Research Communications Advisor, RMIT Europe

● **Exploring ethics in science and health communication contexts** | Room 3X107

In this Show and Tell session I will be sharing some of the initial findings from a British Academy/Leverhulme funded project (SRG22\220481) which has sought to identify how researchers and practitioners communicating and engaging about science and health related topics consider the ethical dimensions of their communication.

By sharing a number of key insights from the project so far, gathered via two focus groups (one in Bristol, one in Oxford) and a series of 17 interviews with practitioners at academic institutions, and in museums, science centres, and other informal learning spaces, the session will offer an opportunity to personally reflect on one's own practice.

We will also explore if an ethical framework for science and health communication is possible or desirable and share some existing resources that can be used to consider ethical perspectives in science and health communication.

Dr Clare Wilkinson, Professor, Science Communication Unit, UWE Bristol

● **From science communication to scientific innovation: cultivating a collaborative space for art and science** | Room 3X114

In an ongoing effort to enhance science communication, art has long been used as a powerful tool for visualising abstract concepts, facilitating understanding, and disseminating scientific knowledge globally. However, beyond its role in communication lies the question: is there a space where science and the arts work together more closely, and what benefits might arise from their collaboration? Drawing from C.P. Snow's 1959 essay "Two Cultures", which highlighted the growing division between the two domains, I would love to contemplate the potential for a common meeting ground. By examining specific projects that integrate scientific research with artistic expression, I aim to showcase how such collaborations not only yield innovative approaches to science communication but also offer new creative insights into addressing science's most pressing questions. In particular, I would focus on examples at the interface of deep-sea biology and art, my personal area of interest, and an environment dependent on imaginative potential and scientific inquiry. Through these examples, I aim to inspire scientific curiosity and ignite interdisciplinary collaboration, starting conversations with attendees about how we can move closer towards establishing a common meeting point at the nexus of science and art.

Georgia Wells, Science communicator, Armatus Oceanic

● **Science Communication between Realism, Empiricism, and Art** | Room 3X114

Arguably, communicating science also implies communicating a cluster of normative assumptions about science. Some central ones are, of course, related to the value of scientific knowledge and norms of scientific rationality. Here, I'm curious to explore the extent to which the normative views of science might have implications for how it is communicated and, more importantly, how it might affect the reception by the public. I specifically focus on the example of scientific realism and constructive empiricism, the two most prominent views in the current philosophy of science. My contention is that of the two views aiming to communicate the same content ('science') empiricism might be more suitable or productive for at least some forms of science communication. To illustrate my point, I consider the special case of science communication, the art-based science communication.

Dr Anatolii Kozlov, Postdoctoral Fellow, University College London

Afternoon plenaries

14.15-15.15: Parallel sessions

● **Cognitive biases in storytelling: risks and opportunities for science communicators** | Room 3X109

Stories are how we understand the world around us, and are therefore at the core of good science communication. Work from anthropology, psychology and cognitive science has been studying storytelling for decades, investigating why some stories are remembered and passed on, and why others are forgotten. This body of work has identified certain features that make stories more memorable and transmittable. For example, stories are transmitted more faithfully when they contain social interactions, when they have survival elements, when events are more negative, or when they contain counterintuitive information. These cognitive biases towards certain types of information may be useful for science communication practice. However, while information being memorable is an important aspect of science communication, there are often other objectives that may be contradicted by the use of these biases. For example, while negative emotions can make stories more memorable, this framing may contradict objectives of science communication when negative emotions result in despair, apathy, and inaction. In this talk, I will present the findings of an interview-based study funded by the British Academy. We briefed science communication professionals on the above biases and used semi-structured interviews to ask them about potential opportunities or risks that may come about when implementing these biases within science communication contexts. For example, communicators pointed to challenges of making stories about physical phenomena social, and commented that having repeated, factual narratives may make stories less counter-intuitive or surprising.

Dr Hannah Little, Lecturer in Communication and Media, University of Liverpool

● **A Sense of Belonging for Migrant Students: Science Communication in Heritage Languages** | Room 3X109

Migrant children consistently underperform in science compared to their non-migrant peers. This is attributed to a range of factors such as low socio-economic capital and low parental engagement, language barriers, low science capital, issues of prejudice and perception, and lack of adequate support in schools. In this presentation, we will discuss the role of using heritage languages in science communication as part of developing practices that are inclusive and accessible for migrant communities.

We will introduce the science outreach educational 'Same Migrant Community' (SMC) programme which addresses some of these challenges. Our workshops provide a tailored educational approach for migrants that is effective in boosting science capital while giving new visibility and legitimacy to their cultural and linguistic background in a school context. We will show how the programme is designed on equity, diversity and inclusion values (Golle et al., 2022), how it is rooted in an innovative pedagogical approach called Science and Heritage Language Integrated Learning (SHLIL) (Scheifer et al., accepted for publication), and how it has impacted 140 children from migrant communities in the UK in 2022/2023.

We will conclude by presenting why providing culturally-relevant scientific role models for migrant children can break barriers for children about what science is and who can be a scientist; and why engaging scientific diasporas and partnering with academic institutions and learned societies is key to breaking stereotypes about science/scientists. Prominent examples include our 'Chemistry Crossing Borders' collaboration with the Royal Society of Chemistry (RSC) and the EU Connects-UK project. Our growing community of influential organisations allows us to bring others along the journey with us as we pave the way for innovative science communication practices that are rooted in the celebration of cultural diversity and interdisciplinary learning.

Hania Tayara, UK Programme Lead, Native Scientists

● **Bear Grylls Ate My Schwartz! Reflections on communicating science outside of an echochamber** | Room 3X110

Since 2021, Guerilla Science have curated, programmed and delivered a weekend of science-themed shows at the annual Gone Wild Festival near Exeter. With the figurehead of Bear Grylls, the festival focuses on family engagement with the outdoors, with activities ranging from abseiling, bush-craft, and army assault courses. With 10% of all profits being donated to the Royal Marines, the festival typically attracts families associated with the armed forces.

One of the contentious issues around science communication is that science events typically only attract self-selecting audiences; those already with an interest in science. So what can we learn about engaging with audiences that would not normally attend a festival let alone a science event? In this joint session, we will hear from Becky Randall, Head of Production at Guerilla Science on her ethos and approach to programming shows that just happen to have science content. How do you draw upon stage design, theatre and spectacle to create fun yet robust science shows that appeal to families within a different demographic?

Working with long-time collaborator, Incredible Oceans CIC, we will then hear from presenter, Dr Russell Arnott on how he draws upon the Schwartz value system and cultural dynamics to engage a non-self-selecting audience in issues around ocean conservation. How do you get an audience that values tradition, patriotism and security to not just understand the science, but care enough to change their behaviour for the good of the planet?

Russell Arnott and Becky Randall, Presenter & Educational Director and Senior Creative Producer, Incredible Oceans, Guerilla Science

● **New treatments for Alzheimer's disease: A defining moment, and how to talk about it** | Room 3X110

Dementia is the UK's biggest killer, and Alzheimer's disease is the most common cause of dementia. There are no available treatments that slow the progression of Alzheimer's disease in the UK, but that could be about to change.

As communications preparations continue ahead of imminent UK regulatory decisions on two Alzheimer's drugs, lecanemab and donanemab, the session will explore the challenges faced by the research communications and policy teams at Alzheimer's Society when working in a fast-paced

environment with lots of unknowns. In fact, whilst this session is in development, we are still waiting for regulatory decisions which could now come through any day, at any time.

The session will explore a live, practical example of science communication in practice. With multiple audiences, competing messages, external stakeholders, unknown outcomes and many teams across a large organisation working together there have been plenty of opportunities to learn which Siobhan Fairgreaves, Research Information Manager at Alzheimer's Society, will explore with the audience.

The session will also highlight a range of science communication roles within the charity sector and discuss their impact during this significant point in history.

Siobhan Fairgreaves, Research Information Manager, Alzheimer's Society

● **From SW England to SW Asia: revealing the shifting roles of science journalists on two different continents** | Room 3X110

Science is written about, TikTok-ed about, podcasted and vodcasted in huge volumes online and this presents a challenge for anyone who makes a living from science journalism. How do you compete? What's your role in this sea of science communication given that your chances of truly 'breaking' a science story are vanishingly slim?

Research conducted in India and the UK funded by the British Council has been exploring how science journalists have been changing the way they work – the different 'roles' they adopt to stand out and continue to have a place in this complex and fast evolving media ecosystem. Also, how science journalists' roles differ between journalists nearly 5,000 miles apart.

Dr Shalini Sharma at IISER Pune will present insights into journalistic roles identified in India and Dr Andy Ridgway at UWE Bristol will present journalistic roles identified in the UK. The research, conducted within the Explor-ing inclusive science communication project, has provided an intriguing insight into what new journalistic roles have emerged and how these roles are shaped by the cultural context in which they are enacted.

This research shows that roles identified in previous research on journalistic practices still exist, a principle one being the 'curator' who draws together disparate material about a specific subject. However, a new role combatting misinformation and busting myths has emerged in the past decade. Some roles appear to be specific to India, including one in which science journalists champion scientific and technological successes as part of national identity building. Another involves adapting science stories for readers in different cultures– a role that involves far more than translation.

In this session, we will also reflect on the implications of these roles for science journalists and in particular the opportunities and restrictions to adoption of different roles at different career stages.

Dr Andy Ridgway, Associate Head of School of Applied Sciences, Senior Lecturer in Science Communication, Science Communication Unit, UWE Bristol

Quiet room | Room 3X114

Want some peace and quiet? A place to gather your thoughts or to relax before the next session? Then take this opportunity to chill out in our quiet room.

15.30-16.30: Panel discussion and closing remarks | 2X112

20 years of MSc Science Communication at UWE Bristol: Celebrating our graduates

Discover the interesting areas our graduates now work in, what they have learned through their careers in science communication, and what the next 20 years of science communication might look like. In this interactive panel session, join our panel facilitator Dr David Judge as we celebrate 20 years of our MSc Science communication programme at UWE Bristol.

Mae Dorricott, Filmmaker, underwater researcher | **Sharon Hall**, United Kingdom Tea & Infusions Association (UKTIA) | **Melanie Knetsch**, UK Research and Innovation (UKRI) | **James Riley**, University of Birmingham

Speaker Biographies

Graduate Panel



Mae Dorricott, Filmmaker, BSc Marine Biology, MSc Science Communication, Scuba Diver

From an early age, Mae was afflicted with an obsession with the sea. From the age of 12 she's been able to scuba dive across the oceans habitats, from her mother's home of Malaysia, to the Scottish coasts with her father.

When studying Marine Biology at the University of Plymouth, she became aware of the issues surrounding plastic pollution which became a passion she focused on throughout her academic studies. In 2017, following a Masters in Science Communication, Mae was awarded the Our World Underwater Scholarship Society's Rolex Scholarship where she was able to travel the world with a bespoke itinerary furthering her interests in the marine realm. Now, based in Bristol - Mae is an underwater researcher in Natural History Documentaries, crafting films that show wonder and reveal the real issues our natural world faces.

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Dr Sharon Hall

Dr Sharon Hall is the Chief Executive of the United Kingdom Tea & Infusions Association (UKTIA), a role she took on in 2018. Her previous roles include Director General of both the Potato Processors' Association (PPA) and the Snack, Nut & Crisp Manufacturers' Association (SNACMA), where she gained extensive experience of high-level stakeholder engagement, strategic leadership, communications and issues management. She is also President of Tea & Herbal Infusions Europe (THIE) and chairs THIE's EU Green Deal Steering Group and the Plastics & Packaging Working Group. Dr Hall also represents THIE on environmental and sustainability matters at FoodDrinkEurope.

Dr Hall had the honour of chairing of the United Nations, FAO-Intergovernmental Group on Tea (2022-2024). Dr Hall has an honours degree in Applied Biology, a Masters in Science Communication from UWE Bristol, and a PhD in Molecular Biology and Biochemistry (Plant Science).



Mel Knetsch, Deputy Director: Financial Sustainability & Impact, UK Research and Innovation

As Deputy Director of Financial Sustainability and Impact in UK Research and Innovation I oversee a programme of work to assess the financial sustainability of the UK's research and innovation system in order to inform decisions to better account for financial sustainability, demonstrate our evidence and expertise, and engage our communities and partners. I also oversee our work to maximise UKRI's strategic capability to evidence and showcase the impacts of our work and the activities we fund. I am currently co-chairing an OECD Global Expert Group with the aim to support research funders and research policy makers on ways to embed citizen science/public engagement into science and research.

Prior to this role I led on ESRC's (the Economic and Social Research Council: UKRI) strategic knowledge exchange and innovation activities to ensure that investments were visible to potential users, including the public. I developed ESRC's Science in Society Strategy and supported the embedding of public engagement in our strategy development and funding approaches and I have also worked in our UKRI office in India helping to establish joint partnership research and innovation activities. I undertook the UWE part time Masters in Science Communication course from October 2008 to February 2010.



**Dr James Riley, Engineering and Physical Sciences
Research Fellow, University of Birmingham**

James Riley is a mixed-methods researcher with interests in science communication, science and society, and science and belief. He has a background in public engagement research and practice, with a particular focus on innovative modes of science–society interaction. His recent research has focussed on public attitudes to evolution, public perceptions of plastics, and interrogating new ways publics are enrolled in technoscientific development.

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Parallel Sessions

Russell Arnott, Presenter & Educational Director, Incredible Oceans

With a background in industry, research and education, Russell has been practicing ocean science communication for over a decade. As director of Incredible Ocean CIC, Russell specialises in making the marine environment fun and relevant, empowering audiences to take positive action for a better ocean. As well as events and presentation, Russell also runs communications training for environmental researchers, helping them convey their crucial messages to audiences more effectively.

Ian Cooke-Tapia, Creative Director, Cooked Illustrations

Ian Cooke-Tapia started as a reportage illustrator on tropical science field expeditions, quickly noticing that often research is done at and around subjects that will never see the results of it. Since then, Ian's focus is on the intersection of culture and scientific research, how one influences the other, and how we can build more sustainable models of funding for research organisations through novel digital media strategies. He's been creative director of Cooked Illustrations, a visual communications agency dedicated to supporting researchers at all stages of their career to more effectively communicate their findings for social impact in their own languages.

As a writer and illustrator, Ian is working to communicate stories of how science is made to a wider and often multilingual audience.

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YouTube: <https://www.youtube.com/@CookedIllustrations>

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Helen Della Nave, Head of Open City Research, We the Curious

Helen has been a public engagement practitioner for over 20 years working in both visitor attractions and research institutes in the exciting space between active research and public participation. Her work focuses on the value of public contributions to improving the quality of research outcomes for everyone.

Ellen Dowell, Creative Producer, Let's Talk About Cough

Ellen is a creative producer and interdisciplinary facilitator. Through collaborative and participatory processes, she designs experiences to engage people with science and research in inspiring ways. Ellen originally trained in theatre design at Central St Martins, she co-founded Qualia Theatre (a company making theatre inspired by science) and for 10 years curated Einstein's Garden at Green Man. Ellen has produced engagement experiences for Kew Gardens, Cancer Research UK, the Met Office and numerous UK universities. She works for Imperial College's National Heart & Lung Institute where she has produced two award-winning science pop up shops and has written a

practical guide, Pop Up Science. Ellen's current projects involve long-term participatory processes with researchers, artists and people living with respiratory conditions. She holds an MSc in Science Communication and has designed and delivered workshops for the Francis Crick Institute, the British Science Association, Wellcome and Carnegie UK.

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Ross Exton, Director, Watch and Learn Productions

Ross Exton (he/him) is the Founder and Director of Watch & Learn Productions; an educational video production company based in Bristol.

They work with universities, tech businesses, and social ventures to create video content that combines storytelling with effective learning design. They create media for massive open online courses (MOOCs) and research dissemination projects, as well as content for social media and public engagement activities.

By combining the expertise of academic researchers with their skills in online video production and learning design, Watch & Learn Productions helps organisations communicate complex information to a global audience. As a deaf-owned company, accessibility is their top priority and their Educational Storytelling framework can help you to share scientific research in a clear, accurate and impactful way.

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Jessica Fletcher, Senior Lecturer in Applied Medical Sciences, Swansea University

Jessica Fletcher is a Senior Fellow of the Higher Education Academy and Senior Lecturer in Applied Medical Sciences at Swansea University. She lectures across undergraduate and postgraduate courses on human physiology, cancer, and science communication, and leads the Medical School Foundation Year programmes. As a Deputy Director for Oriel Science, Jessica is involved in bringing science and research from Swansea University to the local community through public and schools' workshops and over 40 exhibits. She leads the Oriel Science virtual science centre project, an interactive, 360° online tour of the physical venue, designed to improve accessibility for those unable to visit in person. Jessica also recently developed the Oriel Science social prescribing project, partnering with Swansea Bay University Health Board to support wellbeing of patients rehabilitating from brain injury.

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Dr Laura Fogg-Rogers, Associate Professor, Engineering in Society at UWE Bristol

Dr Laura Fogg-Rogers is Associate Professor for Engineering in Society at UWE Bristol, researching and teaching about community engagement with technology for the net zero transition. She is a social psychology scholar researching competence development (knowledge, attitudes, behaviour) and underpinning social identity and values for more effective communication. Laura led the

Engagement, Dissemination and Ethics Work Package for the €6.7 million ClairCity project (EU H2020 689289 - Citizen-led Air Pollution Reduction in Cities 2016-2020) in six cities/regions across Europe. She also delivered and evaluated the €1.9 million citizen science project WeCount (EU SwFS 87274 - Citizens Observing Urban Transport 2019-2021). Laura has also led international evaluations of several science festivals, including Science Live (Wellcome Trust), UK Science Festival Network (British Science Association), the Royal Institution Christmas Lectures and the Unkindest Cut (Arts Council/Wellcome Trust). Laura manages the Science Communication Unit (SCU) team organising science outreach for schools in the West of England through the Curiosity Connections network and the Inspire Sustainability education programme, reaching over 20,000 young people.

Graham Johnson, Open City Research Manager, We the Curious.

Graham is responsible for running the Open City Research programmes and has considerable experience of interdisciplinary work as a producer specialising in wellbeing, access and talent development.

Dr Anatolii Kozlov, Postdoctoral Fellow, University College London

Anatolii Kozlov is a philosopher of science and a theatre practitioner. His research revolves around the questions of aesthetics, emotions, and subjectivity in science and scientific practice. He is currently a postdoctoral fellow at the University College London, STS Department and at the Institut Jean Nicod in Paris.

Chetna Krishna, Communications Officer, European Laboratory of Particle Physics (CERN)

Chetna Krishna is the Communications Officer at the European Laboratory of Particle Physics, known as **CERN**. She works as a science writer and videographer in the International Relations department bringing science stories to the world. Chetna also organizes the Laboratory's live stream events, including hosting and scripting them from time to time. She is part of the core team of the International Particle Physics Outreach Group (IPPOG), which is a worldwide network of scientists, science educators and communications specialists dedicated to foster public engagement in particle physics. At the age of 18, Chetna left mechanical engineering to study science communication. She completed her education from Germany, lives in France, works in Switzerland and her homeland is in India. She is the author of the blog [Little Things That Matter](#), which explores her experiences away from home and encourages students to pursue interests where science and social science meet.

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Dr Hannah Little, Lecturer in Communication and Media, University of Liverpool

Dr Hannah Little is a Lecturer in Communication and Media at the University of Liverpool and was previously a Senior Lecturer in the Science Communication Unit at UWE Bristol, and a Data Fellow at the South West Creative Technology Network. She has worked professionally in science communication in the UK for more than a decade and has well-received appearances at the British Science Festival, TEDx and on BBC Radio 4. Hannah's research interests include the use of metaphor in science and technology communication, cognitive aspects of science communication, and storytelling, science fiction and comedy as tools for public engagement in science. Hannah is on the board of directors for Open Rights Group, a UK-based digital rights advocacy organisation, and also a member of the UK SETI Research Network and the SETI Post Detection Hub hosted at the University of St Andrews.

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Ben Meller, Public Engagement and Communications Manager (job share) University of Exeter, and Public Engagement Associate (job share) University of Bristol

Ben currently works in two part-time public engagement roles: Public Engagement and Communications Manager (job share) at University of Exeter, and Public Engagement Associate (job share) at University of Bristol. Though new to the role at Exeter, he has been working in various Public Engagement roles at University of Bristol since 2013. He has worked across a number of different projects and faculties, including Engineering, Arts, Social Science and Health Science.

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Becky Randall, Senior Creative Producer, Incredible Oceans

Becky has over 15 years experience programming and producing events including brand activations, festivals and immersive theatrical experiences. She has been Head of Experience at Guerilla Science since 2020, working to connect audiences to scientific thinking and ideas by combining science with art, music and play. From festival programming to multisensory experiences and immersive installations, Guerilla Science events tell stories that inspire curiosity and engage different audiences with scientific concepts, and above all, delight and entertain.

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Sam Ridgeway, Assistant Producer

Sam Ridgeway is an Assistant Producer working in documentaries and factual TV. His latest project for NatGeo, Shark Beach with Anthony Mackie, explores the relationship between fishermen, sharks and conservationists in the Gulf of Mexico. Whether it's sharks or artificial intelligence, Sam's favourite part of the job is collaborating with scientists, creatives, and creative scientists!

After completing a Science Communication MSc from UWE Bristol, Sam has continued to take an interest in bridging the gap between scicomm theory and practice, and between industries. He has presented lessons from his broadcast and online media career in workshops at PCST, the BIG Event, and Science in the City Malta. Coinciding with ChatGPT and Midjourney becoming more prevalent in the documentary pitching process, Sam turned his attention to AI as an artistic tool. He looks forward to sharing conversations with others who are wrestling with this revolutionary technology.

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Wendy Sadler, founding Director of Science Made Simple

Wendy Sadler, MBE, FInstP, is the founding Director of *Science Made Simple* – an award-winning social enterprise that offers science shows to schools and families. Since 2002 they have reached over a million people and worked in over 30 countries. The company has a serious mission to inspire the next generation of scientists and engineers and to raise the profile of STEM within popular culture. *Science Made Simple* was awarded the Rooke Medal from the Royal Academy of Engineering for their work in the promotion of Engineering, and the EU Descartes prize for Innovation in Science Communication.

Wendy is also employed as a lecturer in science communication for Cardiff University where she originally studied Physics and Music. She works with the Welsh Government on STEM and gender issues and was awarded an MBE for services to science and engineering in the Queen's Birthday honours list in 2017.

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Dr Margarida Sardo, Senior Research Fellow, UWE Bristol

Dr Margarida Sardo is a Senior Research Fellow at UWE Bristol. Margarida is a trained scientist with extensive experience in evaluating and delivering science communication projects, including citizen science. In particular, Margarida enjoys working in large project evaluation, developing monitoring and evaluation kits and working with partners across Europe to implement those tools. Margarida has worked as an evaluator for several projects including the Horizon 2020 funded [ClairCity Project](#) and [WeCount](#), the [EU Researchers' Night](#), the prestigious Royal Institution [Christmas Lectures](#), and the Wellcome Trust at the [Latitude Festival](#). She currently leads the evaluation of [HOMEs under the microscope](#), a citizen science project aiming at measuring airborne microplastics in the home, funded by the UKRI. Her research interests include evaluation methodologies, citizen science and participatory research. Margarida lectures on the MSc in Science Communication and supervises MSc and undergraduate students.

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Hania Tayara, UK Programme Lead, Native Scientists

Hania is the UK Programme Lead at Native Scientists, leading the work on connecting migrant children and scientists through science outreach activities in their shared heritage languages, with a focus on Arabic and engaging refugee and asylum-seeking communities.

Hania has a BSc degree in chemistry from Imperial College and an MSc degree in Science, Technology and Society (STS) from UCL. Her areas of expertise are science communication for social justice, decolonising science, science and migration, bordering practices, and inclusive practice in public engagement with science.

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Hannah Tribe, Research Communications Advisor, RMIT Europe

Hannah Tribe is the Research Communications Advisor at RMIT Europe, the European hub of RMIT University in Australia where she worked previously as Research Coordinator, Engagement in the College of Business and Law. She has a Bachelor of French and German (Honours) from the University of Exeter and a tertiary qualification in graphic design production. Since 2020 she has led the content creation and co-creation activities for PREMSTEM, a Horizon 2020 RIA project investigating human mesenchymal stem cells as a potential treatment for brain injury associated with preterm birth. In 2024 she officially assumed the lead of the communication, dissemination and exploitation work package for CoDesign4Transitions, a four-year Marie Skłodowska-Curie Doctoral Network co-funded by the Horizon Europe Framework Programme. She has also coordinated communication and dissemination activities in Horizon 2020 MSCA projects EINST4INE and OpenInnoTrain, and contributes to communication campaigns led by RMIT Europe.

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Ana Vasconcelos, Scientific Illustrator & PhD student, Center for Neuroscience and Cell Biology, University of Coimbra

Ana Vasconcelos is a scientific illustrator and PhD student at the Center for Neuroscience and Cell Biology, University of Coimbra (CNC-UC), conducting a project in the field of Visual Science Communication. Her PhD project aims to investigate the role of participatory design in creating infographics to communicate with Autoimmune Encephalitis patients and their families. Graduated in Biomedical Sciences in 2018 (BSc, University of Aveiro) and in Cellular and Molecular Biology in 2020 (MSc, University of Coimbra). She has training in the field of visual science communication, particularly in scientific illustration and information design applied to life sciences. She frequently collaborates in science communication projects and activities, particularly in the context of health and neurosciences.

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Georgia Wells, Science communicator, Armatus Oceanic

Georgia Wells is a marine ecologist and science communicator with a particular fascination for the deep ocean. Currently, she serves as the science communicator for Armatus Oceanic, a deep-sea consultancy company based in the UK. Utilising a diverse range of media – from public speaking and podcasting to scientific illustration – she works to increase engagement and appreciation of the deepest places in our oceans. For Georgia, her academic background as a scientist and skills as a creative, lend themselves well to communicating research to wide audiences in an engaging and digestible way, and she has delivered these outputs all over Europe. More recently, she has been curious about how science and art can come together to create new understanding of these ecosystems and is exploring how these interdisciplinary spaces can grow.

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Jen Weston, PhD student, UWE Bristol

I started my PhD in Urban Biodiversity and Citizen Science in January 2022. Prior to starting my PhD, I worked in Widening Participation at Bath University where I was committed to supporting students from disadvantaged and minority backgrounds. Before Bath, I undertook a MSc at UWE in advanced wildlife conservation in practise, and for my dissertation I looked at the impacts on ecological connectivity of proposed housing development by way of their green infrastructure using GIS. My main areas of interest are looking at ways to conserve biodiversity in urban areas and how we can make the countryside sector more accessible.

My current research uses both quantitative and qualitative techniques. I am using data obtained from the citizen science event 'City Nature Challenge' to determine who is participating and determine some of the barriers to non-attendance. I am also addressing bias in the form of landcover types, relative deprivation and ethnicity.

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Dr Clare Wilkinson, Professor, UWE Bristol

Clare Wilkinson is a Professor in Science Communication and Co-Director of the Science Communication Unit, at UWE Bristol, UK. Clare's research explores the relationship between science and society, media representations of science, and public engagement and impact. Her work has been published in journals including PLOS ONE, Public Understanding of Science, Science Communication, Curator, and Journalism. Clare is the co-author (with Emma Weitkamp) of Creative Research Communication: Theory and Practice (Manchester University Press) and is the Series Editor for the book series Contemporary Issues in Science Communication (Bristol University Press).

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SCSW2024 Code of Conduct

UWE Bristol wants to create an inclusive campus where diversity is celebrated, antisocial attitudes and behaviours are challenged, and any type of harassment, assault and discrimination are not acceptable.

The organisers of SciComm South West 2024 are committed to this aspiration and, as such, want the conference to be a pleasant experience with equity for all. Safety, accessibility, respect and cooperation are paramount to this experience and we would appreciate if all participants honour these values.

We will not tolerate harassment of conference participants.

Harassment is behaviour that creates an intimidating, hostile, degrading, humiliating or offensive environment for the person(s) effected. Behaviour motivated by any factor can be considered harassment if the person finds it demeaning, offensive and unacceptable. It may be related to age, gender, race, disability, religion, nationality, sexual orientation or any personal characteristic; this is considered a hate crime.

Harassment includes but is not limited to overt and/or covert acts of:

- Verbal accusations or bullying
- Deliberate intimidation, stalking, or following both in person and online
- Harassing photography or recording
- Sustained disruption of talks or other events
- Interference with a person's participation or opportunity for participation
- Inappropriate physical contact
- Unwelcome sexual attention
- Advocating for, or encouraging, any of the above behaviour

We expect participants to follow these rules during all conference events as well as any social media coverage. Conference participants violating these rules may be sanctioned or expelled from the conference (without a refund) at the discretion of the conference organisers. A response that the participant was "just joking", or "teasing", or "having fun", will not be accepted.

Anyone witnessing or subject to unacceptable behavior should notify individual members of the SciComm South West 2024 team, the chair of the session, or approach a volunteer who will be wearing an identifying T-shirt and/or badge. It is permissible to interrupt any comments or behaviours from participants that are biased or uninclusive.

For more information on inappropriate behaviour, head here:

<https://reportandsupport.uwe.ac.uk/support>

These guidelines were produced in line with the [Equality Act 2010](#), and following guidance from the [British Council Equality Policy](#), UWE's Equality, Diversity and Inclusivity team and the guidelines [provided by the ACM-W](#). We also thank the Science in Public conference organising team, whose own statement informed aspects of these guidance notes.