A PRACTICAL GUIDE FOR PUBLIC ENGAGEMENT in Future and Emerging Technologies

“The involvement of specialists listening to, developing their understanding of, and interacting with, non-specialists”
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Introduction

The Guide provides a brief overview of methodologies to be used for engaging society in research and innovation and detailed factsheets on the collected methods, providing information such as objectives, background, different level of research and innovation activity, and examples of use. It is addressed to coordinators and researchers involved in FET funded projects.

The aim of this Guide is to involve as many stakeholders as possible, in the best efficient way, to share knowledge and engage with them; getting more people involved in decisions gives society a better sense of how “things work”.

It has been structured into 3 different chapters:
1. The first section is dedicated to the Horizon 2020 Future and Emerging Technologies programme (FET) and the communication of FET funded projects. The relevance of projects visibility and major tools for an online engagement campaign are explained in order to foster the community-building and public awareness around the FET funded projects. A brief description about the European Researchers’ Night, as a successful example of an initiative aimed to the outreach and engagement of the general public, is also explained as an easy to access opportunity for FET funded projects communication activities;
2. the introduction to public engagement gives a general perspective of the method, describing its main characteristics and purposes as well as rational aspects of the techniques;
3. the chapter on “Methodologies” provides an overview of the proposed strategy and a useful “toolkit” of engagement activities, having as principal aim the spread of results and the involvement of different stakeholders, in order to stimulate debate and allow the right communication of their projects.

By providing a useful set of communication and engagement tools for researchers, the Guide fosters awareness and engagement around FET projects. This is a way to reduce the gap between citizens, stakeholders and researchers and to generate an opportunity for partnership.

This Guide, developed by the EFFECT project, takes into account the impact of the European Researchers’ Night event and the effects on the European landscape, giving evidence of what research can do for the benefit of society. Researchers are invited to use “alternative” and unconventional ways to promote their results, trying to disseminate them to a wide range of public, involving in particular young people. A series of methodologies provide a set of knowledge sharing techniques with clear information on: objectives, description, means and materials to communicate their results.
“FET actions are expected to initiate radically new lines of technology through unexplored collaborations between advanced multidisciplinary science and cutting-edge engineering, trying to reinforce competitiveness and growth, making a difference for society in the decades to come”.

The Future and Emerging Technologies (FET) programme, as part of Horizon 2020 – the European Framework Programme for research and innovation from 2014 through 2020, supports the creative and visionary thinking around radically new technologies by fostering interdisciplinary collaborations between Europe’s best research teams. The explored scientific ideas bring Europe to new research and technological frontiers by opening promising futures for the Researcher, the Entrepreneur and the Citizen of Tomorrow.

FET Horizon 2020 funding scheme aims to support the very first phase of development of radically new technologies and ideas. FET projects specific objective is consequently the promotion of new technologies based on new and high-risk ideas, researches and studies, on scientific bases. A key aspect concerning FET is the interdisciplinary collaboration between different aspects and roles: science with researchers, industry with SMEs, professionals and investors, society with citizens and policy makers.

The creation of a fertile ground for responsible and dynamic collaboration on future and emerging technologies is one of the major goals of the FET programme. FET aims at enhancing scientific collaboration and fostering knowledge transfer, dialogue and engagement about new and future scientific achievements and technological outcomes. Thus, Communication and Outreach activities, complemented by dissemination of research results, play a fundamental role on the future development of FET funded research and technologies and the creation of a critical mass around them, by fostering public acceptance and innovation opportunities and contributing to the co-creation of policy agendas effective in tackling societal challenges.

Thanks to flexible, results–oriented, multi-disciplinary, operational and interdisciplinary research, and through the adoption of innovative research practices, FET projects aim to identify and perceive long-term opportunities for economy and society as a whole. Thus the engagement of a larger audience in future and emerging technologies represents a necessary step in stimulating new thinking, new practices and new collaborations.

Ideally the communication strategy in FET projects aims at two main objectives:

- Ensure the visibility of the project through public communication (project’s announcements, achievements, impacts, etc.);
• Promote high level interaction (inputs from researchers and engagement with stakeholders, citizens, policy-makers, etc.)

The project communication strategy will aim at identifying the target audiences and the key messages for each of them. This can be done only by establishing in advance the communication objectives and the impacts to be achieved. The choice about the messages to be conveyed should take into account different steps:

• **at the beginning** of the project: explain what the project is about and the main purpose, finding the most important idea;

• **during** the project the message will change. A good technique should highlight the research results and main achievements on a regular basis;

• **after** the project: it is important to explain what the project’s overall contribution to society is and its potential future applications (e.g. how could it improve people's lives).
Communicating your project

**PROJECT COMMUNICATION CHANNELS**
- Newsletters
- Videos
- Brochures & leaflets
- Twitter, LinkedIn, Facebook
- Website

**Launch**
- Website
- Social media
- Press releases
- Your logo

**Events**
- Social media
- Conference/Exhibition
- Interviews
- Digital4Science Videos

**Results**
- Scientific publications
- Awards
- Demos

**Project reviews**
- Press releases
- Social media

**Lifetime**
- Update website
- Brochures & leaflets
- Active social media accounts
- Videos
- Awards

**EC COMMUNICATION CHANNELS**
- Websites
- FET newsletter
- Blogs
- News Items
- Twitter

*Figure 1" Communicating your project in Digital Excellence & Science Infrastructure"*
During the FET Project implementation, an online engagement campaign might support the creation of a critical mass around the FET technological breakthrough. Different channels available from the European Commission might be used for targeting selected stakeholders more used on the Horizon 2020 and Future and Emerging Technologies programme. Each of them contributes to spread projects results and potentialities.

### Communication Channels managed by the European Commission

<table>
<thead>
<tr>
<th>Channel</th>
<th>Type</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Europe’s Digital Agenda Initiatives</td>
<td>LinkedIn</td>
<td><a href="https://www.linkedin.com/groups/Europes-Digital-Agenda-Initiatives-3791690">https://www.linkedin.com/groups/Europes-Digital-Agenda-Initiatives-3791690</a></td>
</tr>
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<td>@DSMeu</td>
<td>Twitter</td>
<td><a href="https://twitter.com/DSMeu">https://twitter.com/DSMeu</a></td>
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<td>@FET_EU</td>
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<td><a href="https://twitter.com/fet_eu">https://twitter.com/fet_eu</a></td>
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<tr>
<td>@FETFlagships</td>
<td>Twitter</td>
<td><a href="https://twitter.com/FETFlagships">https://twitter.com/FETFlagships</a></td>
</tr>
<tr>
<td>FUTURIUM</td>
<td>Online Forum</td>
<td><a href="https://ec.europa.eu/futurium/en">https://ec.europa.eu/futurium/en</a></td>
</tr>
</tbody>
</table>
1.2 EFFECT project and its support

The EFFECT project main purpose is to “foster dialogue among scientists, general public, decision makers and researchers attracting their interest and attention towards FET culture and projects”.

EFFECT proposes an innovative and customized communication strategy in order to enhance visibility and impact of FET research in society and marketplace and to stimulate debate and engagement in a wide diversity of actors (researchers, industry, policy makers, civil society organizations, citizens, etc.). EFFECT communication approach exploits web, social and TV media as well as different community building and public engagement initiatives (www.fetfx.eu).

Besides the direct involvement of EFFECT project in communicating FET research, EFFECT develops tools and online trainings to FET researchers in order to foster their communication potential during the implementation of the research and innovation project. The present Guide is one of the tools specifically developed by EFFECT to support FET projects in engaging with the general public.

The EFFECT approach consists of a model integrating public communication and engagement based on a content centric approach exploiting the convergence of multiple distribution channels.

EFFECT aims at communicating stories about FET research via multiple channels, developed under the FETFX identity (www.fetfx.eu) and at engaging different societal players through on-line and off-line activities.

![EFFECT model](image)

Figure 2" EFFECT model"
1.3 The European Researchers’ Night

Besides on-line engagement opportunities, major events where the general public is the target audience might be the best option for enhancing the project impact.

The European Researchers’ Night is the right opportunity to perform public engagement activities through which new synergies can be established, spreading at the same time a new vision of public engagement, involving citizens from different ages.

The European Researchers’ Night, financed by the EU’s Horizon 2020 programme Marie Sklodowska-Curie actions, “is a Europe-wide public event dedicated to popular science and fun learning. It takes place each year on the last Friday in September, involving more than 30 countries and over 300 cities.”

It is an occasion to explain the importance of the researchers’ work and their careers and to raise interest, by stimulating public and political awareness about scientific and technological concerns related to European funded projects. It is an open forum based on experiences, sharing and communication techniques thanks to which scientists and experts can inspire and make people trust in science and research developments.

Activities focus on the general public, addressing and attracting people regardless of the level of their scientific literacy, with a special focus on students. Educational aspects can be combined with entertainment, especially when addressing the younger audience, by organizing hands-on experiments, science shows, simulations, debates, games, competitions, quizzes, etc.

An event organised during the European Researchers’ Night will make the general public better understand the central role of researchers and the key benefits that their research can bring to society. They are a unique opportunity to meet researchers, talk to them, and find out what they really do for society, via interactive and engaging ways.

The European Researchers’ Night is a successful example of outreach and public engagement. In 2015 about 1.1 million citizens attended the scientific events organised in over 280 cities within Europe and neighbouring countries. The number of researchers directly involved in the arranged science activities counted 18,000 individuals in 24 countries.

Bridging the gap between citizens and stakeholders who attend events such as the “European Researchers’ Night” using an approach that stimulates a reflexive and responsive society participation is a perfect and suitable example of effective Public Engagement.

1. According to EC official definition
2. European Researchers’ Nights, official website
2. Introduction to Public Engagement

The key is to engage the right people on the right issues at the right time, rather than asking people to attend lots of meetings or provide input that is not used. Engagement that is not skilfully done can do more harm.

In the context of Research and Innovation, Public engagement (PE) concerns activities that involve researchers and the public together. It is more than just meeting an audience and communicating research. Effective public engagement is a two-way communication, with the researchers listening to and learning from participants and vice versa.

It is fundamental in raising public awareness and opinions on a particular science project/issue or a new technology, as it allows to assess new technological applications, helps researchers gathering data of their projects and makes it possible for both the public and the experts to collaborate in the creation of knowledge and innovation.

It is believed that engaging public with research helps people empowerment, strengthening their attitudes towards science and ensuring that the research work performed in universities and institutes is relevant to society and to meet wider social concerns. Indeed research brings benefits to individuals and society and through a sustained engagement between researchers and their targets it is possible to bring researchers closer to the public beyond their peer-to-peer dissemination activities. In particular public engagement is grounded on accountability and transparency that should be transferred to civil society. This is one of the keys in order to create a wider experience and consciousness on researchers’ activities, lighting up future scenarios.

Moreover, it is an effective way of stimulating interest in new subjects and encouraging citizens to consider research results in a more concrete way, feeling and experiencing them directly. This benefits above all individual students and society as a whole - young people are likely to become more skilled and engaged citizens. The concrete involvement of society, thanks to the organization of specific activities devoted to policies definition and acceptance, might foster the interest of policy makers around a specific item related to the research and innovation project.

Public engagement has been recently subject to a relevant development. Starting with the aim of promoting science towards the general public using one-way communication of scientific findings, it has

3 Economic and Social Research Council, "Why public engagement is so important", 2017
been followed by standard modules and initiatives focused on the education of the lay public with low literacy in science.

During the past few years, Public Engagement has become more ambitious, looking at an idea of *publicly engaged science* mixed with an open and inclusive R&I process that catches input from relevant participants. Thanks to this approach it has been possible to assist to a strengthened combination between the experts’ opinions and the citizens’ inputs enabling the development of a more open and transparent science approach.

Perceived as an “umbrella term”, it suits any activity that engages the public with research, focusing on intentional, meaningful interactions and providing opportunities for mutual learning between scientists and members of the public. The principal meaning of mutual learning consists not only acquisition of knowledge, but also on increased familiarity with a breadth of perspectives, frames, and worldviews\(^4\).

Efficient public engagement, means in this way, enhancing and improving the quality or impact of each research project and should involve two-way process of listening and interacting.

“*Public engagement describes the myriad of ways in which the activity and benefits of higher education and research can be shared with the public. Engagement is by definition a two-way process, involving interaction and listening, with the goal of generating mutual benefit*” as stated by UK National Co-coordinating Centre for Public Engagement.

\(^4\) RRI Tools project  [https://www.rri-tools.eu](https://www.rri-tools.eu)
Benefits and risks are shared between scientist and public, analyzing science and technology impacting our daily lives. Thanks to this, questions and concerns are better understood. At the same time public engagement allows to involve a wide range of interested stakeholders connecting just apparently unrelated viewpoint. Scientists can expand the reach of their work, and make it more relevant to society.

Thanks to the Public Engagement devolved to research and innovation purposes, the acquisition of knowledge, an increased familiarity and a comprehensive overview of different perspectives and frames are enhanced.

The “American association for advancement of science” has underlined through various studies that scientists get more and more benefits from engaging activities with the citizens who otherwise might not participate in societal discussions surrounding emerging technologies or issues. Scientists can discover alternative ways to make their work more relevant to society, taking advantage of two-directional dialogues with the public. Moreover, it is commonly shared that scientists’ participation in public communication, particularly social media, can really increase scientific impact. Focusing on science and in particular on future and emerging technologies, public engagement is needed for different reasons. Just consider the relevance of scientific achievements in all facts of our lives and the different ways to approach it or the suspicion that frequently goes with news discoveries and the complex science-society relationship. Exactly for this, public engagement can help to consider the relationship as something constructive, tension-free and productive. Moreover public engagement can provide a constructive platform for public perception to be combined with scientific expertise in decision-making contexts.

The logic model proposed below summarized the different set of goals and the short, medium and long terms outcomes achievable by an effective engagement strategy:

- Sound, evidence-informed public decision-making on science-related issues;
- Dialogue on critical science-society issues embedded in public discourse;
- Influence individual and collective action and behaviour;
- Influence policy;
- Influence research agendas;
- Research that is responsive to societal needs and interests;
- Resilient STEM workforce;
- Science embedded in daily life.

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5 Public Engagement Research and Major Approaches - Matthew C. Nisbet, Ph.D., and Ezra Markowitz, Ph.D., November 15, 2015
<table>
<thead>
<tr>
<th>Inputs</th>
<th>Participants &amp; Activities</th>
<th>Short-term Outcomes</th>
<th>Medium-term Outcomes</th>
<th>Long-term Outcomes</th>
<th>Vision</th>
</tr>
</thead>
</table>
| - Research  
- Evaluation  
- Practitioners  
- Leadership programs  
- Support to scientists  
- Communication & engagement training  
- Institutional support for scientists and publics  
- Funding (including broader impacts and other funding requirements)  
- Strategy of communication | Participants  
- Scientists  
- Publics  
- Practitioners  
- Activities  
- Public Dialogue Approaches  
- Policy Deliberation Approaches  
- Knowledge co-production approaches  
- University-styled, cooperative engagement approaches  
- Everyday engagements  
- Note: see typology for more details and examples | Scientists humanized/publics individualized  
Positive affect | Build trust between publics and scientists  
Longer-term positive affect about science | Build trust between publics and scientists  
Long-term positive affect | Sound, evidence-informed public decisions-making on science-related issues  
Dialogue on critical science-society issues embedded in public discourse  
Influence individual and collective action and behavior  
Influence policy  
Influence research agendas  
Research that is responsive to societal needs and interests  
Resilient, stress workforce  
Science embedded in daily life |

Fig. 4 “Public engagement with/in science model”

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6 American association for advancement of science, Center of Public Engagement with Science & Technology
2.1 Public Participation in Scientific Research

When we think about public engagement, two meanings arise in our minds: “engagement” as an aspect of learning, and “engagement” as part of participatory democracy (including public participation in scientific research, or citizen science).

The term “public participation in scientific research” (PPSR) was introduced in 2009 in order to deal with confusion over “citizen science,” which refers to at least three things: participatory democracy involving science, participation of working scientists in civic issues, and public participation in research. Actually the PPSR term refers only to the last item, although many people engaged in PPSR are motivated by concerns about democratic access to scientific knowledge, which constitutes only one strand of the broader PPSR community.

The key element of the PPSR are:

- Contributory projects designed by scientists, with participants involved primarily in collecting samples and recording data;
- Collaborative projects in which the public is also involved in analysing data, refining project design, and disseminating findings;
- Co-created projects are designed by scientists and members of the public working together, and at least some of the public participants are involved in all aspects of the work.
3. Methodologies

As supporting tools for researchers and innovators, the following chapter provides a set of methodologies for the implementation of engagement activities, organized on the basis of the FET project needs (e.g. the results we would like to achieve) and the target stakeholders we are going to approach - such as SMEs, civil society, citizens and policy makers.

As a common basis, the communication activity and engagement strategy will produce both immediate and long-term effects by involving groups of different size in strategic conversations and trying to raise awareness and consciousness on particular themes.

The FET project should firstly eliminate or decrease as much as possible “givens” or “boundary conditions”, in order to establish the best set for results introduction, focusing on solutions generated and outcomes.

This will allow the participants to contribute to the activity with a responsible engagement, fostering the research project implementation, the exploitation of projects’ results, and public acceptance and awareness about FET research.

The methodologies explained as follows will help the FET project on the organization of successful mutual learning activities.

The main methodologies are:

- Built on a simple structure → to allow conversation around the specific project results;
- Based on dialogue techniques → involving intentional speaking and attentive listening;
- Based mostly on meetings in circles → inspiring peer discovery and learning;
- Aimed at creating strategic conversations → serving real needs and clear purpose.

Thus, complexity of project results will be converted in simpler and efficient outcomes, achievable also by less specialized audiences.

Each methodology will help researchers to spread their projects results. Actually, public engagement activities showed below consider citizens and civil society as their main interlocutor, allowing the researcher choosing the best one that fits with various factors: time, type of project results, meaning of the project to be disseminated, number of participants etc. Obviously the researcher will be “free” to consider the most suitable public engagement method, in order to reach the audience in the best way, raising the attention on new future technologies.
The Methodologies explained are based on the following structure:

**Brief definition of the method**

Concise but efficient method application. First overview on the proposed technique.

**Objective of applications of the method**

This part considers the aims of each method. In particular the effects that are supposed to be reach through the activity.

- Dialogue
- Consulting
- Involving
- Collaborating
- Empowering
- Direct decision
- Research (analytics)
- Ethics (acceptance)
- Exploitation of project results (awareness)
- Story telling

**Engaged actors in the process of method application**

Participants needed/suggested for the best activity performance.
Minimum required number of participants (to be specified if needed).

**Timeframe for the application of the method**

Duration estimated (that could change considering the variation of participant number and other factors).

**Long description**

Specific strengths and weaknesses of the method vis-à-vis the challenge(s) addressed and issues of concern that organizers need to take into account when applying the method.

**Material needed**

Specific material required in order to perform the activities. Please consider that the majority of the activities are thought to be realized with simply “reachable” material.
SCIENCE CAFÉ

Brief definition of the method

A Science Café is an event organized in an informal setting as a place of dialogue with participants coming from all walks of life and academia. This is an informal forum for discussing interesting and relevant scientific issues. The goal is to encourage public engagement with science by inviting members of the scientific community to present topics for a casual evening of conversation.

An expert presents a subject directly connected with its project, in a concise and open manner in order to stimulate a subsequent discussion. The moderator facilitates the sharing of a wide range of views on the subject at hand. Questions by the audience are always to be encouraged both during and after the discussion.

Objective of applications of the method

- Dialogue
- Collaborating
- Research (analytics)
- Story telling
- Consulting
- Empowering
- Ethics (acceptance)
- Involving
- Direct decision
- Exploitation of project results (awareness)

Engaged actors in the process of method application

Generally one expert speaker is needed, but there are also models with multiple experts. A key ingredient is the presence of a moderator who should also train the experts to ensure there are lively and useful discussions.

Timeframe for the application of the method

Total session: 1 hour (maximum) including presentations by speakers. These could be around 5 minutes, even if some facilitators prefer presentations without slides to encourage a more informal interaction.

Long description
Worldwide, science cafés continue to rise in popularity. Since 1998, when the first science café were organized both in the UK and France, all over the world science cafés have been set up with an estimation of about 700 science cafés in 2014. In science cafés, both scientists and the public can meet in an informal environment and participate in discussions about science issues. Through this method, for the price of a cup of coffee or a cup of tea, anyone can come to explore the latest ideas in science and technology. In this way, the academic context becomes a bar where scientific experts are invited to give a short talk and then the floor is open for discussion.

The café format is very flexible and adapts to many different purposes, information sharing, relationship building, deep reflection and action planning. This method is particularly effective in surfacing the collective wisdom of large group of diverse people.

Participants in science café events can gain new knowledge and perspectives on a certain topic through their interaction with the experts and the rest of the attendees. In addition, participants, can also get informed on alternative views and relevant narratives, especially when the events focus on controversial issues, often raise new questions.

Key features

1. This method is suitable for ‘Every subject under the sun!’
2. Inexpensive to plan and run
3. Topics provoke reactions among the audience
4. Impact on people’s life
5. Create ethical dilemmas

Tips for organizers

1. Organizers may consider an informal setting and approach during the evening
2. Selection of the location
3. The venue should be large enough to accommodate a consistent number of attendees and at the same time small enough to allow the participants to hear each other and the presenters
4. Make sure to leave ample time for both moving through the rounds of questions

Material needed

1. Small tables
2. Chairs for participants and presenters
3. Flip chart paper
4. Markers
5. Larger paper for harvesting collective knowledge
6. Posters showing the “Café Etiquette”
PARTICIPATORY WORKSHOP

Brief definition of the method

Participatory workshops are meetings that enable people to analyze, share and enhance their knowledge to plan, manage and evaluate development projects and programmes.

Visual aids – such as mapping, videos, illustrations, timelines, card sorting and ranking, Venn diagrams, seasonal calendar diagramming and body maps are often used in participatory workshops to engage participants and capture knowledge.

Objective of applications of the method

- Dialogue
- Consulting
- Involving
- Collaborating
- Empowering
- Direct decision
- Research (analytics)
- Ethics (acceptance)
- Exploitation of project results (awareness)
- Story telling

Engaged actors in the process of method application

The session will be organized in a non-formal and relaxed atmosphere. A cup of coffee or a soft-drink for all can relax the situation. There are no right or wrong answers, let the participant talk freely. Do not stop or guide them, even if they are presenting ideas that you consider irrelevant. Still, give everyone a chance to speak and encourage quiet participants to express their opinion to make sure that no one dominates the discussion.

2 researchers/designers, 3-6 students (minimum to create 3 groups)

The group divides into threes, with two as speakers and one as a saboteur, each of them in representation of one small group. The speakers discuss a topic of their choice. The saboteur then interrupts, disrupts and distracts in any way. The speakers do not necessarily know that the third person is meant to sabotage their discussion. The group is then asked to reflect and discuss the experience.

Timeframe for the application of the method

You can arrange your time session as you prefer, regarding your needs and the responsiveness of the participants.
1. Getting the ball rolling
   a) Introduce yourself and the project.
   b) Tell participants that you are going to record the session and take pictures, but that the material will be used only for research and design purposes.
   c) Tell that you have some scenarios that you want the teachers and students to read and talk about together after the reading.
   d) Press “record” on your digital audio recorder.

2. Talking about the scenarios
   a) Give the first scenario to the teachers and students (one copy for each) to read.
   b) Questions: Has the story generated any thoughts? Is this a possible story? Is there something they would like to change in it? Could they imagine themselves in the role of the teacher/learner? What part would they find most difficult to manage if they were in the role of the teacher/learner? How would the story continue?
   c) Make sure that each participant replies to each question.
   d) Take pictures of the participants talking about the scenarios.
   e) Repeat the steps above with all scenarios.

3. Gathering specific design ideas
   a) Ask the teachers and students what kind of technology they think we will develop in the project. Can they explain what the system should be able to do and be like?
   b) Encourage them to illustrate their explanation with drawings or diagrams of it. Use pen and paper.
   c) Take pictures of the teachers and students explaining their stories.

4. Wrapping up
   a) Ask the teachers and students for their email addresses and ask if we may ask them more questions later.
   b) Take pictures of everyone.
   c) Thank everyone for their effort.
5. After the session

   a) At the end of the session you should have an audio recording of about 2 hours and 10-20 pictures of the session.

Material needed

1. Note book and pen for your notes
2. Blank paper and pens for all participants
3. Digital camera and digital audio recorder + microphone for documentation (a video camera is a possible alternative)
4. Printouts of the scenarios related to the project theme (same amount as total amount of participants, including you)
5. Chairs and tables for writing and possible drawing
STORY TELLING

**Brief definition of the method**

If you want to capture the audience, enhancing their imagination in a way that they can understand easily what your project is based on, storytelling is the right method to choose.

**Objective of applications of the method**

- Dialogue
- Consulting
- Involving
- Collaborating
- Empowering
- Direct decision
- Research (analytics)
- Ethics (acceptance)
- Exploitation of project results (awareness)
- Story telling

**Engaged actors in the process of method application**

Moderator plus a group of minimum 4/5 people

**Timeframe for the application of the method**

Minimum 20 minutes

**Long description**

Thanks to storytelling it is possible to translate scientific concepts and data in order to be easily understandable for audiences that would not normally reach them in an automatic way. This technique allows to bridge the gap between science and general public.

**Tips for the moderator**

1. Give the story a beginning, a middle and an end
2. Introduce the characters and set the stage at the beginning
3. Introduce conflict – without conflict you have no story. Conflict can take many forms (i.e. human vs human; human vs society; human vs nature; human vs himself/herself)
4. Create a turning point which leads to a resolution.

5. Conclude – make sure that all conflicts are resolved and that all the loose ends are tied up

**Material needed**

No specific material is required, the moderator should remember to prepare the right schedule for his story.
APPRECIATIVE INQUIRY

Brief definition of the method

This type of “survey” is useful when the aim consists of comparing different perspectives trying to find a new and different point of view on the problem.

Objective of applications of the method

- Dialogue
- Consulting
- Collaborating
- Empowering
- Involving
- Direct decision
- Research (analytics)
- Ethics (acceptance)
- Exploitation of project results (awareness)
- Story telling

Engaged actors in the process of method application

This method can be used with individuals, partners, small or big groups. The group size is a function of the scope of the inquiry. In the European Researchers’ Night landscape, it may have a more narrow focus that is of interest only to a small group.

Timeframe for the application of the method

30 minutes minimum (depends of the group size)

Long description

Cooperrider and Srivastva defined this method as “a strategy for international change that identifies the best ‘what is’, to pursue dreams and possibilities of ‘what could be’; it involves systematic discovery of what gives “life” to a living system when it is most alive, most effective, and most constructively capable in economic, ecological, and human terms.

It involves, in a central way, the art and practice of asking questions that strengthen a system’s capacity to apprehend, anticipate, and heighten positive potential.
Exploring the Appreciative Inquiry method, one best definition is the following “it is the coevolutionary, cooperative search for the best in people, their organizations, and the relevant world around them ... AI involves the art and practice of asking questions that strengthen a system’s capacity to apprehend, anticipate and heighten positive potential ... AI practice focuses on the speed of the imagination and innovation. Instead of negative, critical, and spiraling diagnoses commonly used in our organizations ... there is discovery, dream, design and destiny.”7

The process goes along five steps:

1. Discover high-point experiences and identify strengths and capabilities—→all of which add up to the “positive core”
2. Dream→imaginatively and collectively envision what else is possible
3. Design→co-construct what can be done to build capacity (practically) and what should be done (morally)
4. Destiny→commit to the iterative exploration of learning, innovation, and delivering results all stakeholders care about.
5. Delivery→implementing the proposed design

Starting from a positive topic (related for example for one solution proposed by your projects) the process should follow the above mentioned steps, appreciating what is the proposed solution consisting of, imaging what it could be (for example possible future scenarios), determine what should be, creating what will be.

Material needed

Flip chart paper and markers extensively. (If you prefer, you can use a whiteboard)

7 Handbook of Appreciative Inquiry, Robyn Stratton-Berkessel

FETFX
FISH BOWL

Brief definition of the method

Fishbowl facilitation is a simple, effective alternative to a plenum discussion. In combining large group facilitation with small group discussions, fishbowl creates a vivid and spontaneous discussion format. It also reduces distinctions between the speakers and the audience. The Fishbowl facilitation got its name from the way the participants are seating. The chairs are placed in two circles: the inner circle ("fishbowl") and one or more outer circle(s).

This method is alternative to traditional debates. It could be a valid substitute for panel discussions, allows to foster dynamic participation and address controversial topics.

Objective of applications of the method

- Dialogue
- Consulting
- Collaborating
- Empowering
- Research (acceptance)
- Ethics (awareness)
- Involving
- Direct decision
- Exploitation of project results (analytics)

Engaged actors in the process of method application

Fishbowls involve a small group of people (usually 5-8) seated in the inner circle, having a conversation in full view of a larger group of listeners. The participants in the inner circle discuss the topic(s) while all other participants seating in the outer circle(s) listen and observe the discussion.

Timeframe for the application of the method

20-30 minutes are suggested

Long description

Main rules

1. Every participant can sit on the empty chair until he finishes his contribution or another member from the outside wants to join.
2. Member of the inner circle can leave whenever they want to.
Avoid talking aside (with your neighbour).

It is possible that a participant from the outer area wants to join the discussion in the inner circle. For this several options should be considered by the facilitator:

1. Open fishbowl with "guest chair": there is an empty chair in the inner circle. Any member of the audience can, at any time, occupy the empty chair and join the fishbowl. When this happens, an existing member of the fishbowl must voluntarily leave the fishbowl and free his chair. The new one can participate in the discussion until he finishes his contribution or another member from the outside wants to join.

2. Open fishbowl without "guest chair": when someone in the audience wants to join the discussion, he comes forward and taps the shoulder of the person he wants to replace, at some point when they are not talking. The tapped speaker must then return to the outer circles, being replaced by the new speaker, who carries on the discussion in their place.

3. Close fishbowl: the initial participants speak for some time. When time runs out, they leave the fishbowl and a new group from the audience enters the fishbowl. This continues until many audience members have spent some time in the fishbowl.

Material needed

Chairs (minimum 5-8 for the inner circle)
SOLUTION FOCUS

Brief definition of the method

Solution focus is goal oriented, targeting the desired outcome of the session as a solution rather than focusing on the symptoms or issues that brought the participants to the session. This technique emphasises present and future circumstances and desires over past experiences and turns problems into solutions. Suggested to be used when the Project Coordinator is interested in problem solving (facing in this way different possible solutions).

Objective of applications of the method

- Dialogue
- Collaborating
- Research (analytics)
- Involving
- Consulting
- Empowering
- Ethics (acceptance)
- Direct decision
- Exploitation of project results (awareness)
- Story telling

Engaged actors in the process of method application

1 moderator; 1 group of at least five people

Timeframe for the application of the method

20/30 minutes minimum

Long description

Solution Focus facilitation strongly relies on the way how the facilitator asks questions and talks to the audience:

1. The miracle questions: invite the auditor to anticipate and describe in detail how the future will be different when the problem is no longer present ("problem is gone" question).
2. Exception-seeking questions: encourage the auditor to identify these situations where the problem did not occur and to maximise their frequency.
3. Coping questions: elicit information about auditor resources that will have gone unnoticed by them. True curiosity and admiration can help to highlight strengths without appearing to contradict the auditor perception of "the problem".

4. Scaling questions: invite audience to employ measuring and tracking of their own experience, in a non-threatening way.

5. Time-out: a short "break" to reflect and summarize what has been discussed or worked on so far in the session. Time-out allows both clients and facilitator to reflect on conversations they have just concluded;

6. Accolade: accolades take many forms, including compliments and cheerleading. Simple statements are intended to reflect back to clients positive observations about something they have said or done. The effect of accolades is multiple: it validates any progress that auditor make; it encourages audience by reminding them of personal power over their well-being; it emphasizes strengths and abilities; it sets up the expectation that past success is an excellent indicator of future possibilities; it fosters confidence; and it facilitates relationship building and maintains rapport;

7. Task: facilitator and auditor agree on the next steps the auditor should take moving in the desired direction to achieve the goal

**Material needed**

Chairs (eventually pens and papers to take notes)
DYNAMIC FACILITATION

Brief definition of the method

It is a method for group discussions in a high emotionally supercharged environment. The method is grounded on the creativity and energy of a group without constraining it or to follow traditional, linear, moderation structures like agendas or exercises. It was founded by Jim Rough. Suggested to be used when ethical issues are involved in the project.

Objective of applications of the method

- Dialogue
- Consulting
- Collaborating
- Empowering
- Research (analytics)
- Ethics (acceptance)
- Involving
- Direct decision
- Exploitation of project results (awareness)
- Story telling

Engaged actors in the process of method application

From 8 to 20 participants (flexible)

Timeframe for the application of the method

Long description

1. Set up the environment: 4 flipcharts or poster walls with the headlines: "Challenges / Questions", "Solutions / Ideas", "Concerns / Objections", "Information / Perceptions".
2. Collect under "Challenges / Questions" all statements phrased as questions how to solve the given issue(s).
3. Collect under "Solutions / Ideas" all possible solutions independent to which problem statement they belong.
4. Collect under "Concerns / Objections" all concerns raised to given solutions and ideas.
5. Collect under "Information / Perceptions" all other statements, facts, or data the participants speak out independent they are true or false.
6. The facilitator protocols everything by taking notes on the posters.

Material needed

4 flipcharts or posters, pens, markers, post-it notes
FIVE-TO-FOLD

Brief definition of the method

Five-to-Fold is a method for effective, holistic group decision-making. It invites, honors and integrates all individual perspectives. Five-to-Fold is intended as a process for genuine decision-making, rather than for gathering feedback or informing a decision to be made elsewhere.

Objective of applications of the method

- Dialogue
- Consulting
- Collaborating
- Empowering
- Invoking
- Direct decision
- Research (analytics)
- Ethics (acceptance)
- Exploitation of project results (awareness)
- Story telling

Engaged actors in the process of method application

Group composed by 5 people minimum plus one facilitator/moderator.

A major strength of Five-to-Fold is that it invites, honours, and integrates all individual perspectives, including intuitive "minority" perspectives, into practical decision-making in clear, effective ways grounded in individual responsibility. Five-to-Fold fosters open and honest communication, and continuous contact between individual and organizational purpose/essence.

Timeframe for the application of the method

30 minutes (consider by the way the fact that the group should reach a final decision in a democratic way)

Long description

1. the participants are seated in a circle, with no table or other obstacles in the centre. Flipchart paper is available to support different learning styles
2. the facilitator welcomes the participants and values their diversity
3. check participants
4. the givens for the meeting, and/or for the organisation, are shared with all participants
5. the facilitator introduces the proposal sponsor(s)

6. until a proposal becomes a decision, it "belongs" to the Sponsor, and it is only the sponsor who can choose to make any revisions to the proposal during the process. The sponsor is free as well to withdraw the proposal during the process, perhaps to develop further and present at a later date

7. The sponsor(s) presents the proposal to the group

8. The sponsor shares the proposal draft, both verbally aloud and in writing on flip-chart paper

9. When all clarifying questions have been asked and responded to, the facilitator invites the Sponsor(s) to make any revisions they wish to make to the proposal as written

10. The facilitator invites the participants to share any thoughts or feelings on the proposal and how it relates to the group and its purpose, even if they are not fully formed

11. When the talking circle is complete, the facilitator shares that it is time to transition to the Five to Fold finger-vote

12. The facilitator shares the directions for the finger-vote: each person in the circle will demonstrate their support for the proposal as presented with their hands, by holding up a number of fingers on one hand, or by showing a folded fist.

Material needed

Flipchart paper, pens
OPEN SPACE TECHNOLOGY

Brief definition of the method

Open Space Technology relies strongly on self-organisation of the group of participants. It is a purpose-driven approach, focused on a specific and important purpose or task — but beginning without any formal agenda, beyond the overall purpose or theme.

Objective of applications of the method

- Dialogue
- Consulting
- Collaborating
- Empowering
- Involving
- Direct decision
- Research (analytics)
- Ethics (acceptance)
- Exploitation of project results (awareness)

Engaged actors in the process of method application

Not defined.

Timeframe for the application of the method

time boxed sessions: 30min, 45min, or 60min

Long description

1. All participants sit in a circle. In the middle are post-it notes, index cards and pencils placed.

2. The facilitator provides an overview of the process and explains how it works.

3. The facilitator invites people with issues of concern to come into the circle, write the issue on a post-it or index cards and announce it to the group. These people are “session hosts” or “conveners.”

4. The session hosts places their paper on the wall and chooses a time and a place to meet. This process continues until there are no more agenda items.

5. The participants cluster and prioritise the agenda items on the wall.

After the marketplace, the group then breaks up and heads to the agenda wall, by now covered with a variety of sessions. Participants take note of the time and place for sessions they want to be involved in.

During the sessions, the host takes notes and captures the important points of the session. At the end of each session, the notes are published on a shared news wall.
The participants then finish the open space meeting with a closing circle where people are invited to share comments, insights and commitments arising from the process.

**Open Space operates under four principles:**

1. Whoever comes are the right people
2. Whatever happens is the only thing that could have happened
3. When it starts is the right time
4. When it’s over it’s over

**Material needed**

post-it notes, index cards and pencils
CIRCLE PROCESS

Brief definition of the method

Circle process facilitation explores many sides of an issue, identifies areas of agreement and disagreement and brings in points of views that haven’t been thought of. It creates opportunities for everyone to participate and is very adaptable to a variety of groups, issues and time frames.

Objective of applications of the method

- Dialogue
- Consulting
- Collaborating
- Empowering
- Involving
- Direct decision
- Research (analytics)
- Ethics (acceptance)
- Exploitation of project results (awareness)
- Story telling

Engaged actors in the process of method application

A group of minimum 5 people plus a facilitator

Timeframe for the application of the method

20/30 minutes

Long description

The moderator starts the activity giving group members the opportunity to briefly introduce themselves, the group establishes their own ground rules for how they want to behave together. After this the discussion takes place; participants summarise the most important results of their discussion and finally there is the debriefing activity.

Tips for the facilitator

1. Guides through the process, helps the discussion stay focused
2. Helps the group set its ground rules and keep to them
3. Moderates in case of conflict and disagreement
4. Helps the group exploring many sides of the issue
5. Shifts focus – moves from one speaker or topic to another
6. Helps group members identifying areas of agreement and disagreement
7. Brings in points of view that haven’t been talked about
8. Focuses and helps clarifying the discussion
9. Summarises key points in the discussion

Material needed

Chairs, papers, pens