a load off your mind

SCIENCE COMMUNICATION LAUNDROMAT

a load off your mind

COINS

00:00

ON/OFF

a load off your mind

ENGAGEMENT
RINSOMATIC

PROPERTY OF :

washing guide ZINE workbook
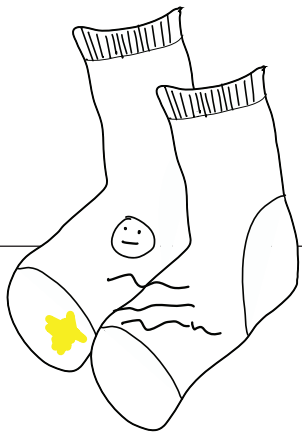
* Hello! g'day! salut! ciao! hola! olá! halló! hallå! hei! Kia ora literally means 'give life' in Te Reo Māori and is a common greeting in Aotearoa New Zealand, where the science communication laundromat originated.

* A note on engagement and science communication: we realise these terms mean many things to many people, and part of the process will be to define what they mean to you. For the purposes of this workshop (which comes from a 'public engagement with science and technology' perspective), we are assuming you have some research (scientific or similar) that you want to communicate — probably with non-expert audiences, at some point. If you don't, this might feel like a shirt shrunk in the wash — a bad fit! Talk to us about how we can stretch it into shape for you.

kia ora!*

Welcome to your 'a load off your mind' science communication laundromat.

This a space to help you air your thoughts about your engagement project*, to rinse through any potential issues and make your project fresh and bright.

If we are gathered in person you will also have a washing machine for you or your group to collect its thoughts. If we are online, you'll be sent materials and an online meeting schedule.

You can use this workbook for your own notes and reflections of your time in the laundromat and to take away as a reminder.

The laundromat is structured as a series of activities to get from grey areas to dazzling brightness. We will take you through those in order, with plenty of airing time.

Through the workbook, look out for yellow splodges that mark where you should action something before moving on, like this: *

These activities might be carried out in a group, individually, or online in advance.

We'll start with finding out a few things about you and your project. Ready? Let's get this cycle started!

the laundromat cycle

we are here!

1	2	3	4	5	6	7	8
gathering up the laundry pile	sort the laundry	choose the settings	soak + spin	rinse + wring	get it dried	fold + press	ready to wear
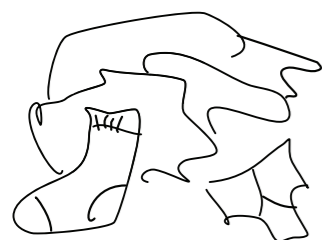
- setting the cycle survey
- 'Name tag': finding out about you
- 'Drawing things out': you and your engagement

- 'scicomm 101'
- get it on the garments peg'em up prompts

- 'set the sliders' and cycle length
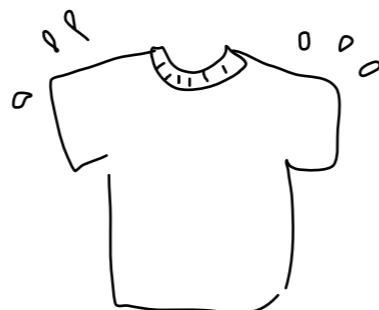
- what's in the spin 'wheel'
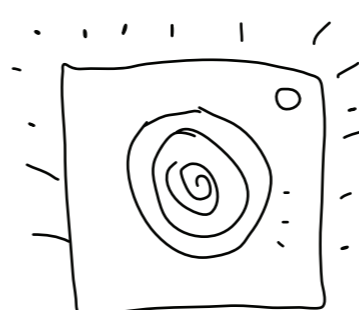
- who's in the spin audiences and what's in the spin messages
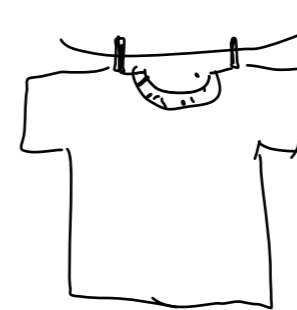
- hanging out priorities washing line

- stacking up measuring impact
- pressing on reflections

- freshly laundered next steps

2

3

1
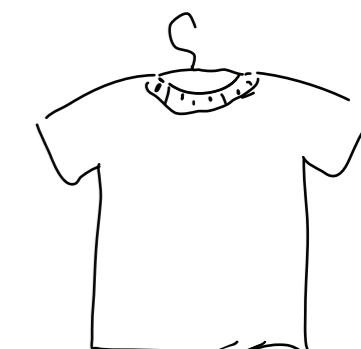
gathering up the laundry pile

setting the cycle survey...

This survey is designed to help us tailor kanohi ki te kanohi (face to face) activities to you, your research and engagement project.

* What's your research field?

Quick and dirty responses are fine!

* Are there specific things you hope to get out of the laundromat?

Please briefly detail the project that you would like to develop an engagement or scicomm plan/activities for ('project' can be as specific or loose as you like):

* ADD YOUR THOUGHTS HERE
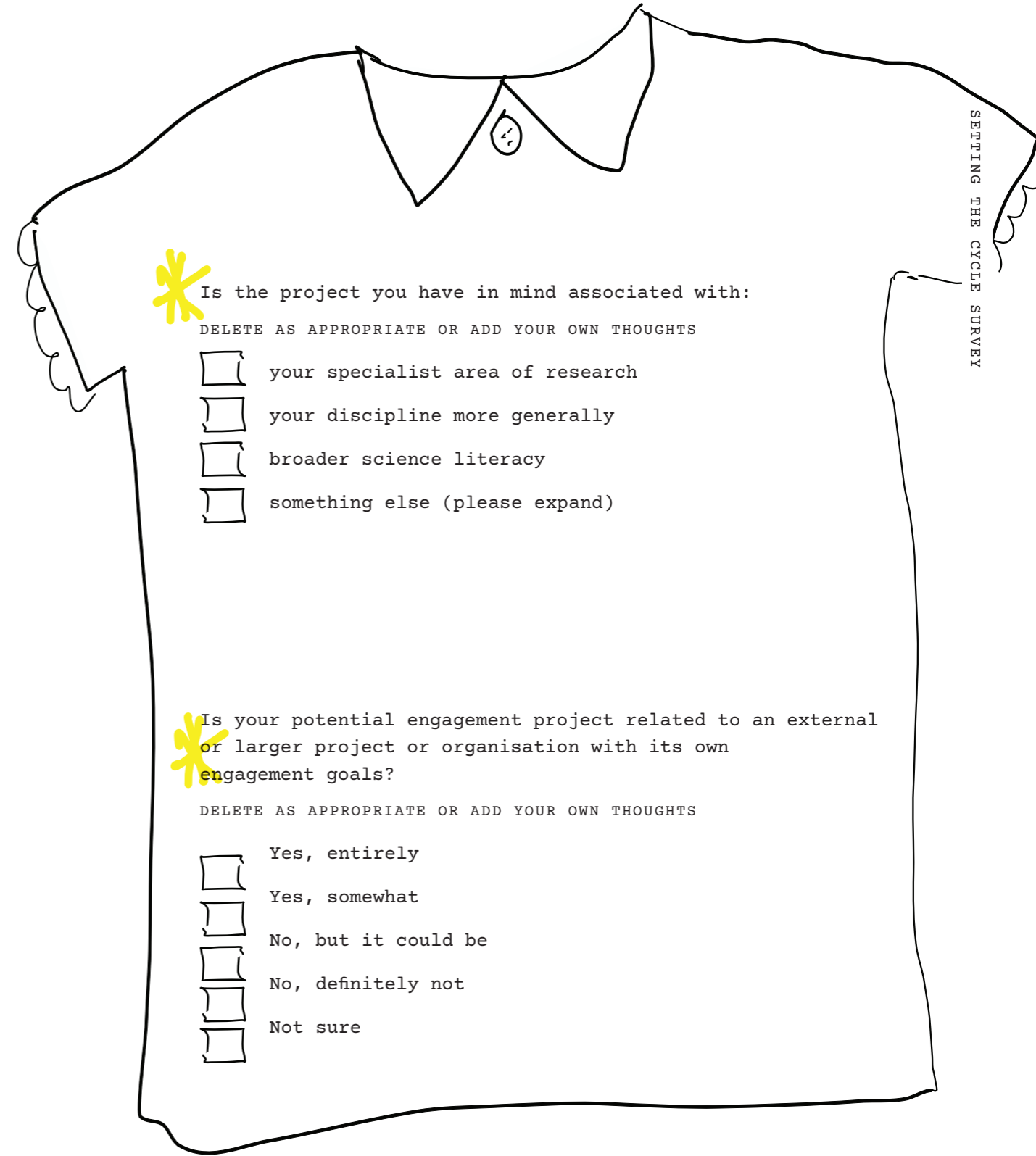
* Is the project you have in mind associated with:

DELETE AS APPROPRIATE OR ADD YOUR OWN THOUGHTS

- [ ] your specialist area of research
- [ ] your discipline more generally
- [ ] broader science literacy
- [ ] something else (please expand)
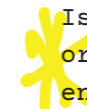
* Is your potential engagement project related to an external or larger project or organisation with its own engagement goals?

DELETE AS APPROPRIATE OR ADD YOUR OWN THOUGHTS

- [ ] Yes, entirely
- [ ] Yes, somewhat
- [ ] No, but it could be
- [ ] No, definitely not
- [ ] Not sure

* Expand here on any wider context that your project sits within (optional)

ADD YOUR THOUGHTS HERE

What engagement/science communication activities do you have in mind for this project (if any)? Have you undertaken any activities so far?

✳ ADD YOUR THOUGHTS HERE

Thinking about engagement/science communication, what's your:

Clip a peg on the line!

Level of **understanding of what engagement is or what it means:**

low ✳ high

0 1 2 3 4 5 6 7 8 9 10

Level of **experience:**

low ✳ high

0 1 2 3 4 5 6 7 8 9 10

Level of **confidence:**

low ✳ high

0 1 2 3 4 5 6 7 8 9 10

Level of **motivation:**

low ✳ high

0 1 2 3 4 5 6 7 8 9 10

✳ Anything you'd like to add to the last question?

ADD YOUR THOUGHTS HERE

✳ Who are the target audiences for your engagement/science communication activities?

ADD YOUR THOUGHTS HERE

✳ What are the key messages for your engagement/science communication (if you know them at this stage)?

ADD YOUR THOUGHTS HERE

✳ Are there any expectations or commitments (for instance to funders) with regard to engagement/science communication in this project?

ADD YOUR THOUGHTS HERE

✳

Anything else you'd like to add, or questions you'd like answered?

ADD YOUR THOUGHTS HERE

1

gathering
up the
laundry
pile

'name tag': finding out about you

please return to...

There are instructions over the page

'Name tag' is an exercise that is built on a tool called 'One Face Many Facets', developed by Toi Āria – Design for Public Good.

It invites you to think about how you describe and position yourself, 'tagging' from one thing to another. Inspired by the Māori pepeha, which is a way to connect and introduce yourself, it can help position you in your relationships and connections to people and place, and to your interests and values.

Beyond the things you normally share when you meet someone, it welcomes you to think about other aspects of yourself that are personally important in one way or another, but you might not normally stick on a 'name tag'. Perhaps they are things that drive you, or things you have learnt about yourself along the way, or things that have an impact on your life, such as health, or elements of your social situation.
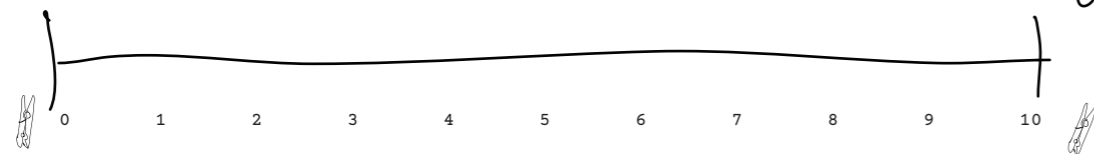
The intent of 'name tag' is to start us off in a reflexive frame of mind. What does that mean? Canfield & Menezes (2020) call reflexivity 'Continuous, critical, and systematic reflection on personal identities' with a view to helping us 'redress inequitable interactions'. Cunliffe (2016) describes it as 'questioning what we, and others, might be taking for granted—what is being said and not said—and examining the impact this has or might have'. Salmon et al. (2017) draw attention to a quality of 'self-questioning, in particular a willingness and ability to question one's own assumptions, how they relate to societal power structures, and how they shape one's actions'.

It might be useful to think about this as taking a look at yourself in a 'mirror' (what are the top-level things you can see or are quickly shared like where you live and work and what your profession is). Then, **take a look at yourself taking a look at yourself looking in a mirror**. What are the less visible or obvious considerations that have shaped you, personally or societally?

Canfield, K., & Menezes, S. (2020). The State of Inclusive Science Communication: A Landscape Study (p. 77). Metcalf Institute, University of Rhode Island.

Cunliffe, A. L. (2016). "On Becoming a Critically Reflexive Practitioner" Redux: What Does It Mean to Be Reflexive? Journal of Management Education, 40(6), 740-746. doi. org/10.1177/1052562916668919

Salmon, R. A., Priestley, R. K., & Goven, J. (2017). The reflexive scientist: An approach to transforming public engagement. Journal of Environmental Studies and Sciences, 7(1), 53-68. doi. org/10.1007/s13412-015-0274-4

www.toiaria.org

side 1: face value

Like climbing stairs, start at the bottom

1

gathering
up the
laundry
pile

side 2: hidden depth

Cut out the 'name tag' and fold it in a concertina, like a staircase. Work your way up the first side of the tags, starting at the bottom (like climbing the stairs). The top side is your 'face value' side. Like a name tag, it's open and visible. The underside is yours to keep hidden, if you prefer. You decide what's a side 1 thing and what's a side 2 thing — there's no right way, but here are some prompts:

side 1: face value

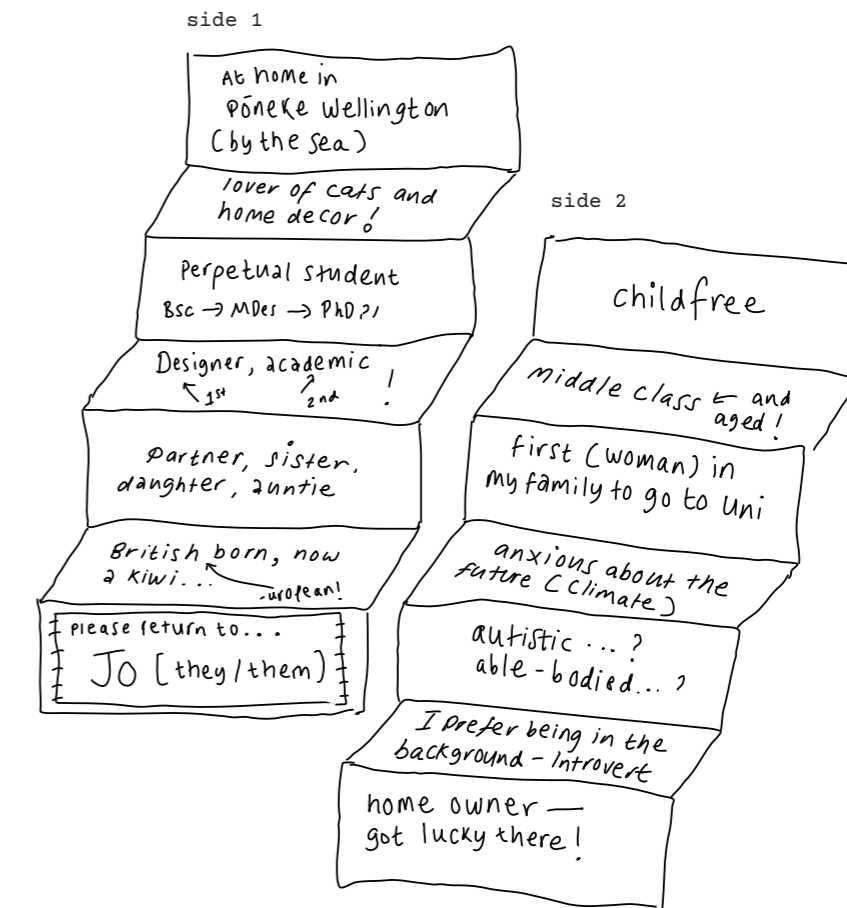What are the more overt parts of how you define yourself? If you're stuck, try asking:

— What do you like to be called?
— Where is 'home'?
— Who is your family?
— What do you do for work, and play?
— What other things would you tell people the first time you met?

side 2: hidden depth

Then turn the tags over. These parts can be less visible. You might not want to share them with people (at least not straight away), but you know they're important to your identity:

— What's your socioeconomic background?
— What inspires you?
— What worries you?
— Where do you sit politically?
— Are class, race, gender, sexuality, disability or health conditions important to your identity?

Salmon et al. (2017) suggest that thinking about the politics of your field of research; institutional context; and personal assumptions are vital to help develop reflexive science communication. As we go through the laundromat process, reflect on how these elements of you shape your research, and your engagement. And, think too about how your audiences bring their own individual, complex version of themselves too (even if you're calling them all 'the general public'!).

1

gathering
up the
laundry
pile

drawing things out: you and engagement
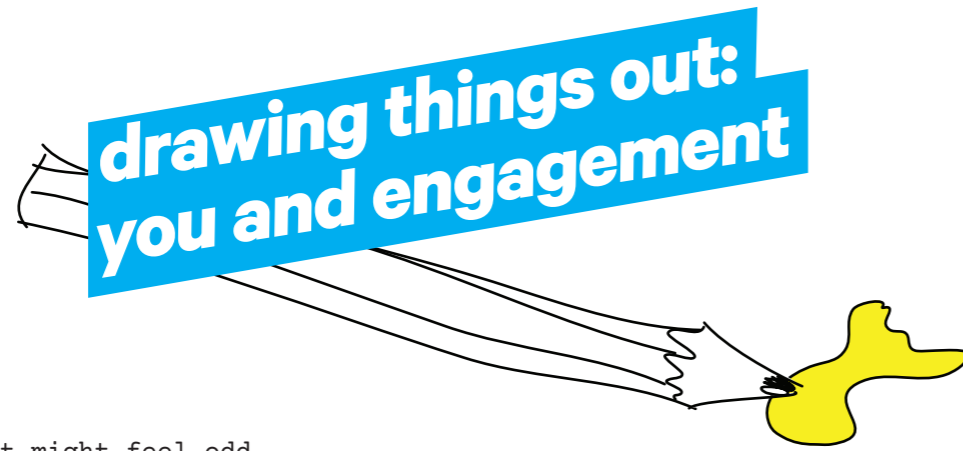
Now for something that might feel odd…

Pick up a pen or pencil, and on this page, have a go at sketching yourself doing a science communication or engagement activity. This can be an event or activity you ran in the past that you're reflecting on, or one you're planning in the future. The point is to switch out of academic mode and **observe yourself**, as if from a distance…

— What do you look like as a (science) communicator*?

   What are you wearing? Do you have props? Are you comfortable?

— Where and what is your engagement space?

   Where will this engagement take place? Where are you relative to your audience/participants?

— What does your audience look like?

   How many are there? Were they invited? Where are they and what are they doing? What are they dressed like?

— How do these things relate to each other?

   Draw the relative positions and interactions

— What are you communicating about?

   Give yourself a speech bubble or other way of showing what the content is…

*or whatever term works for you.

This isn't a hot wash —
no need to sweat it!
Just scribble, draw or
write — whatever works
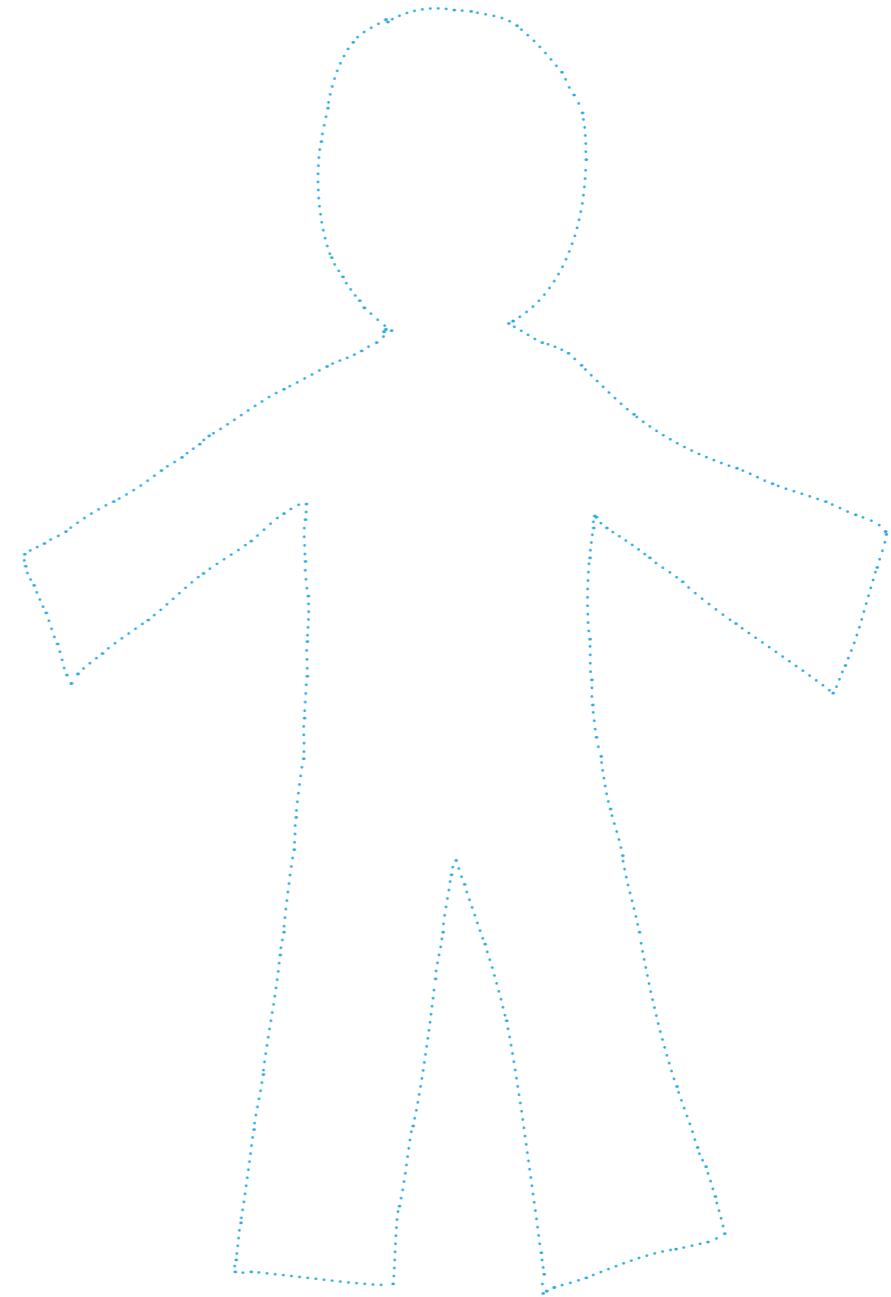
Science communication and public engagement can mean vastly different things to different people. Before we head on into the laundromat, we'd like to know what engagement means to you, just as a one liner, off the top of your head (no Googling required!)

one down...!

engagement is...*

a load off your mind

*there's no right or wrong answer!

That's the laundry gathered up!
Let's hang that up to share and air with your fellow washers and laundromat attendants.
Once you've soaked it all up, we will move on with the cycle!

thoughts and notes

LEFT INTENTIONALLY
BLANK FOR YOUR MUSINGS

2

sort the
laundry

scicomm 101

This part of the laundromat is to help us
iron out a few things and get the water up
to temperature: a brief intro into science
communication (or whatever term works for
you). We'll present this to you face to face,
or at least through a screen so we you can ask
questions as we go. The slides are here in case
you want to annotate them.

The nomenclature in the science communication
field crosses over with many others, and the
terminology can be unsystematically variable.
This will help us at least understand how *we* each
understand engagement!

load off your mind

a brief
intro to the
what, who, and why
of scicomm*

*or PES(T): public
engagement with
science (and
technology). let's
not get too hung up
on this yet!

load off your mind

what even
is scicomm?

organised, explicit, and intended actions
that aim to communicate scientific
knowledge, methodology, processes or
practices in settings where non-scientists
are a recognized part of the audience

- Horst, Davies & Irwin (2017, p.884)

load off your mind

what even
is engagement?

…intentional, meaningful interactions
that provide opportunities for mutual
learning between scientists and members
of the public

- Nisbet & Marcowitz (2015, p.2)

load off your mind

a historical
perspective

Adapted from: Bowater & Yeoman (2013); Davies (2013); Bucchi & Trench (2014) Diagram © Jo Bailey

a historical
perspective

load off your mind

what's the
purpose of scicomm?

From the perspective of
scientists
media
public(s)
policymakers

what's the purpose of scicomm?

From the perspective of
scientists
media
public(s)
policymakers

`load off your mind`

scientists…

"to encourage kids to study science"

"it's important"

"it's a good thing to do"

"to demystify research"

"because we're working on public money"

it's fun

"so people understand the issues behind ….."

"to address misconceptions"

"to show the process science"

Why do we get involved in education, outreach, & public engagement?

`load off your mind`

scientists…

"to encourage kids to study science"

"it's important"

inspire a next generation of scientists

social responsibility

"it's a good thing to do"

"to demystify research"

to encourage public engagement with science

we're working c money"

justify public funding

it's inherently fun and rewarding

"so peopl und iss

support communication and education professionals

"to misc

increase scientific literacy

"to show the process science"

Why do we get involved in education, outreach, & public engagement?

`load off your mind`

scientists…

commercial interests

he ids to study science"

"it's important"

inspire a next generation of scientists

attract students (recruitment)

"to demystify research"

social responsibility

have political influence

to encourage public engagement with science

we're working c money"

justify public funding

ego

"it's a good thing to do"

it's inherently fun and rewarding

Increase funding (public and private)

"so peopl und iss

support communication and education professionals

reach politicians through public support (votes)

increase scientific literacy

visibility for yourself, your research, your group (marketing)

Why do we get involved in education, outreach, & public engagement?

`load off your mind`

which 'science' are you representing?

an "expert"
communicating factual knowledge I know to be correct to specific target groups because I am obliged to do so

a "research manager"
communicating knowledge products that show us in a good light (branding) to stakeholders because it is a part of a managerial role

a "guardian of science"
communicating about rationality and scientific method to enhance enlightenment to citizens because I am personally committed

Horst, M (2013)

---

what's the purpose of scicomm?

From the perspective of
scientists
media
public(s)
policymakers

---

what's the purp

From
scie
medi
publ
poli

spoiler redacted!

`load off your mind`

shifts…

research does suggest that there has been a transition over the last forty-odd years from:

knowledge transfer
Wynne 2005, Irwin 2006, Trench 2008, Pouliot 2009

knowledge sharing
Jackson, Barbagello & Waste 2006, Benneworth 2009

knowledge building
Jolly & Kaufman 2008, Williams 2010

Terms taken from Stocklmayer (2013)

knowledge transfer

e.g. articles
podcasts
presentations
infographics

One-way transfer of content
based on commonly understood laws of nature
no impact or action required, little controversy

knowledge transfer

*Sometimes called the 'deficit model'

One-way transfer of content
based on commonly understood laws of nature
no impact or action required, little controversy

deficit vs one way

The deficit mindset is an assumption that the public have a 'deficit' of knowledge, and this can be remedied through more science communication one way does not necessarily equal deficit.

One way communication is important for consensual, non-problematic concepts

builds 'scientific literacy' and understanding of role & nature of science ✓

Unhelpful framework for communication of controversial issues

no necessary causal progression from more knowledge to more acceptance ✗

knowledge transfer

the research or project we want to engage about is...

completely done and dusted

the engagement could change the direction of the research...

a lot – the research agenda can/should change based on what is learnt

what we are working on with our research is...

controversial or contentious with no community acceptance

suitable for simple, non-political issues with common frameworks, and requires no change in values, attitudes or behaviour

not yet started

not at all – we just want to share the research

accepted by the public and not at all controversial

knowledge sharing

e.g. science cafe's
stakeholder meetings
workshops
games

two way discussion
negotiation / consultation
some consideration of context as well as content
experts might disagree on subject

knowledge sharing

the research or project we want to engage about is...

completely done and dusted

the engagement could change the direction of the research...

a lot – the research agenda can/should change based on what is learnt

what we are working on with our research is...

controversial or contentious with no community acceptance

useful for topics with high public impact or areas of controversy or political interest

not yet started

not at all – we just want to share the research

accepted by the public and not at all controversial

knowledge building

e.g. consensus conferences
stakeholder workshops
hackathons dialogues
co-production

Multi-directional co-production
considers content and context
participation and engagement

knowledge building

the research or project we want to engage about is...

completely done and dusted

the engagement could change the direction of the research...

a lot – the research agenda can/should change based on what is learnt

what we are working on with our research is...

controversial or contentious with no community acceptance

useful for topics with high public impact or areas of controversy or political interest

not yet started

not at all – we just want to share the research

accepted by the public and not at all controversial

load off your mind

audiences

Format · tone · style · Cognitive factors · activity · level

to design effective communication we need to understand the goals of the communication 'event' **and** the audience…

a note on 'the general public'

1. **The Fans** — who love everything related to science

2. **People in the middle** — who have some interest in science

3. **Those who say 'I don't get it'** — who are interested in science, but have trouble understanding it

4. **'Too busy'** — those who don't have the time to pay attention to science

5. **Distrustful people** — who don't trust science and often hold anti-scientific beliefs.

6. **'I know it all already'** — those who feel they have nothing new to learn from science, but often have extreme anti-scientific beliefs.

Cormick (2020)

you can find articles referred to in this presentation at
laundromat.makinggood.design/references.

The slides and a video walkthrough are under 2.1 at
laundromat.makinggood.design/resources.

thoughts and notes

2

sort the
laundry

get it on the garments
peg 'em up prompts

Earlier in the wash we prompted you to think a little about
your project and yourself as a science communicator or public
engagement facilitator. Now you've had a chance to hear a
little bit more about the general direction of the field as
recorded in the literature and from your peers, and had some
time to soak your ideas we want to set about documenting some
of those thoughts as they are now. Using the prompts supplied
to help you, try and record things like:

— what is the scicomm or engagement?
— where is it?
— who is it for?
— why are you doing it?
— what resources do you need?
— who are the other people involved?
— where is funding coming from?

Anything you're holding in your mind, jot it down and pin it to
the washing machine.

* **Any time you have a thought you want to come back to during the
process, peg it on the line or pile it on your machine
for later**

* You should have an envelope of prompts supplied*. Fill in these
items to add to the wash, and peg them up to air for a bit…

2

sort the
laundry

**your
engagement
laundromat**

peg 'em up
prompts
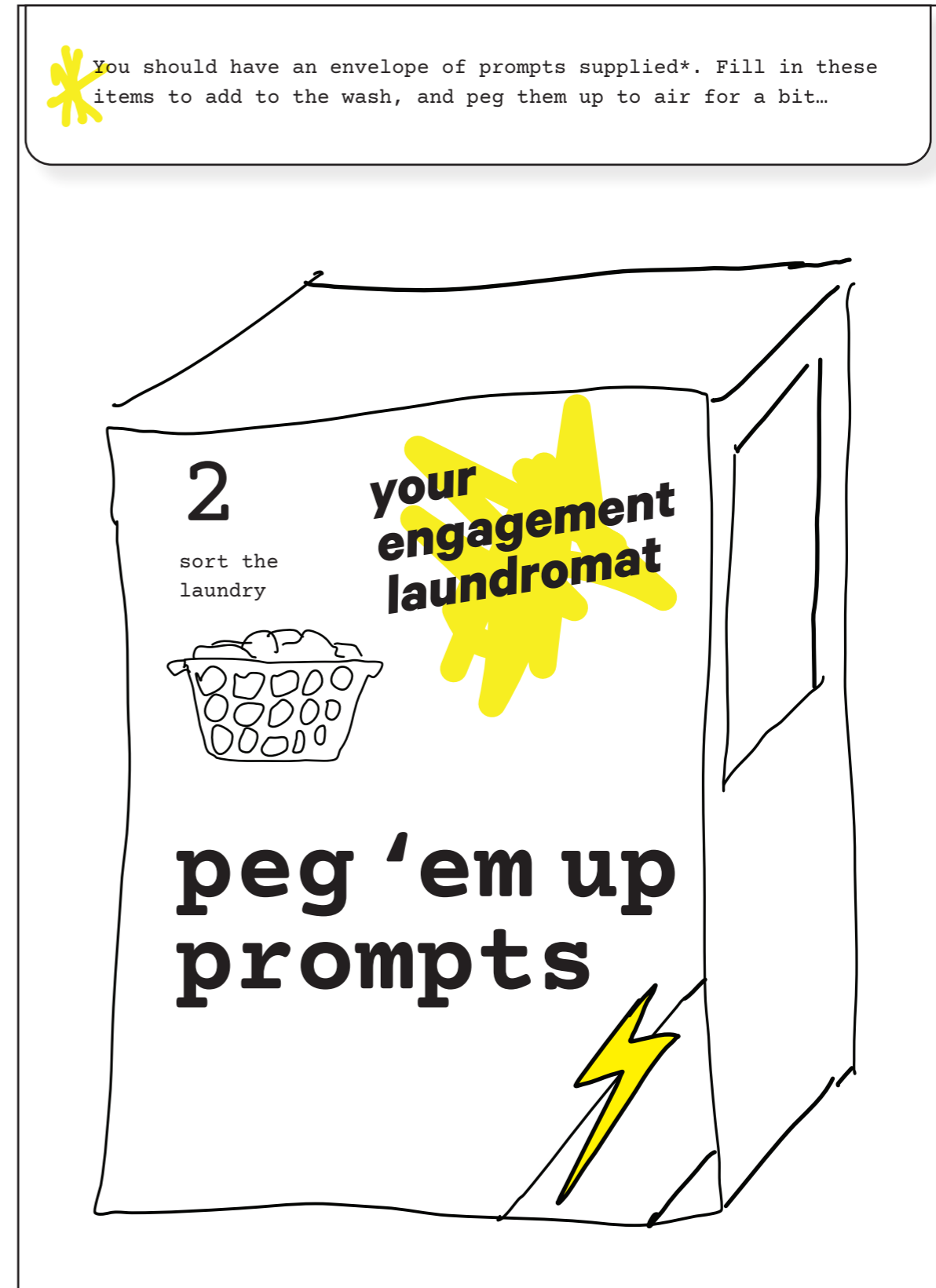
*If the prompts are missing, you can also find them at them
under 2.2 at laundromat.makinggood.design/resources/

3

choose the settings

set the sliders and cycle length
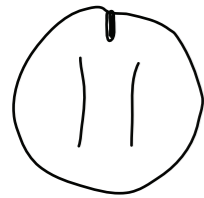
Now, we're going to consider some of the settings on the machine to help you think about your project further. Here we are thinking about the actual science or **research project** you are hoping to engage about as well as the **engagement** part…

2. Set the dial to reflect the stage your **engagement** project is at… (some people might be using the laundromat as a catalyst, some might be checking in and reevaluating – both are legitimate). How long do you expect an engagement cycle to take?

early days, just thinking!

percolating and planning…

just about to give the first event a go…

1. **loading**

2. **filling**

3. **soaking**

4. **prewash**

8. **rest**

7. **tumble**

6. **spin**

5. **rinse**

finishing up (and regrouping for another cycle?)

appraising how it went…

doing my first activity
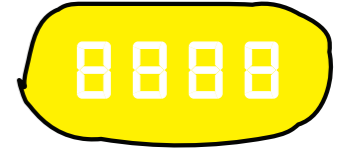
Fill in cycle time in number of days (or, how many days from now until you will be doing your first activity)

1.

Give your project machine a name, playful or otherwise!

a load off your mind

COINS

ON/OFF

1. loading   8. rest
2. filling   7. tumble
3. soaking   6. spin
4. prewash   5. rinse

what's your project stage?

the research or project we want to engage about is…

the engagement could change the direction of the research…

what we are working on with our research is…

completely done and dusted

a lot – the research agenda can/should change based on what is learnt

controversial or contentious with no community acceptance

not yet started

not at all – we just want to share the research

accepted by the public and not at all controversial

ENGAGEMENT RINSOMAX

3. Set these levers to consider your **research** (the work you are engaging about) in relation to your **engagement**…

the research or project we want to engage about is…

the engagement could change the direction of the research…

what we are working on with our research is…

completely done and dusted

a lot – the research agenda can/should change based on what is learnt

controversial or contentious with no community acceptance

Position a slider on the scale

not yet started

not at all – we just want to share the research

accepted by the public and not at all controversial

4

soak + spin

'what's in the spin?' wheel
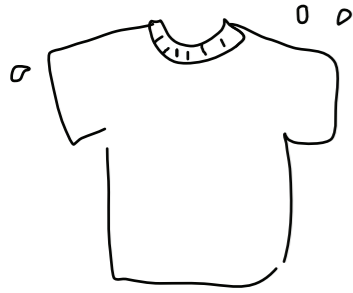
DRIVERS + MOTIVATIONS

This section considers funding sources (e.g. mandates on scope or priority as stated in a 'request for proposal'), self-promotion (e.g. what are the ways in which the leader or project team benefit), individual drivers and motivations, whether a given initiative serves the 'greater good' and identifying any political or institutional drivers.

PEOPLE + CAPACITY

This element helps to identify who is part of a given project (paid staff, volunteer staff) and how they are supported by both leadership and funding. It also asks what expertise is present, missing, or required, as well as identifying any organisational support mechanisms and capacity-building needs or potential.

POWER + FUNDING

The funding element is used to articulate who has (or needs) the power (self, individuals, board, funders, managers, indigenous or tribal groups) and those who have influence, such as co-funders, and whether funding is public, private and/or from an internal institutional source. It is also important for identifying if the funding has any political or policy-driven elements, or is mission or research led.

Now we're really rumbling, we want to get to grips with and articulate some of the different drivers and objectives of all parties involved in the public engagement around your research, using a tool originally developed by Salmon & Roop (2019). This is an opportunity to become more transparent and explicit about the 'real' goals of communication activities — the openly declared ones, and the ones that won't ever be in a funding report! — and what 'success' looks like. You can read their paper at laundromat.makinggood.design/references.

Working around the circle, declare all the issues you can think of related to each of the prompt categories. These are grouped under *drivers + motivations*, *people + capacity* and *power + funding*, but some things may live in more than one section. That's fine, jot them down in both, or wherever makes most sense to you.

Do this in a 'quick and dirty' way, until you have collected as much information as possible for each section. The headings are just think-prompts, they might not be relevant to each project, but just considering the presence or absence of these elements is part of the intended process.

It can be helpful to structure this work around a timer (e.g. 7-10 minutes per section, so that the whole activity takes no more than 30 minutes). You can then give it some soaking time and come back to it for another whizz round…

Salmon, R. A., & Roop, H. A. (2019). Bridging the gap between science communication practice and theory: Reflecting on a decade of practitioner experience using polar outreach case studies to develop a new framework for public engagement design. *Polar Record*, 1-14. https://doi.org/10.1017/S0032247418000608

is your research (and engagement) related to a politcal or policy directive?

what does the university expect to get out of this?

why does this matter to you?

are there political drivers (support or resistance)?

how much say do your funders have on what gets done?

does this all hinge on you? are you financing this?

what are the expectations of any people with power or purse strings?

what do you have? what do you need?

what's the plan to build capacity in yourself and others? skills? time? tools?

who are these people? are they on board, if not how will you get them?

this might include where funding is coming from or could come from…

what support might *they* need?

Wheel labels: drivers + motivations — institutional, greater good, self promotion, individual, political, funding. power + funding — political or policy, mission or research led, internal or co-funder led, individual (self), director or board, public, private, internal funds, signoff and reporting. people + capacity — paid staff, volunteers, organisational support, capacity building, expertise. your project…
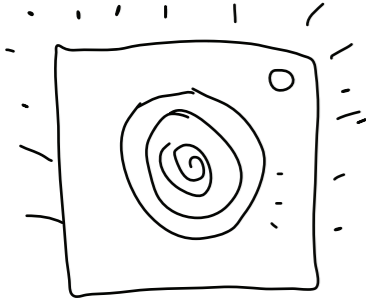
what's in the spin?

Declare all the issues you can think of
related to each of the headers. These are
grouped under drivers + motivations, power
+ funding and people + capacity, but some
things may live in more than one section
- that's fine, jot them down in both or
wherever makes sense to you. The subheadings
are just there as think-prompts, they might
not be relevant to every project...

power + funding

- political or policy
- internal or co-funder led
- mission or research led
- individual (self)
- director or board
- public, private, internal funds

people + capacity

- signoff and reporting
- paid staff
- volunteers
- capacity building
- organisational support
- expertise

drivers + motivations

- funding
- political
- individual
- institutional
- greater good
- self promotion

your project...

5

rinse
+ wring

Now we want to get to grips with the audiences and messages. Who are the people you're doing this for or with? The audiences (or 'publics', or 'users', or 'participants'… there are myriad terms that might be appropriate, so we'll stick to people for now!).

Here's the scenario: imagine you have run your first engagement event or activity, and it was a great success! The next day, the laundromat attendants are 'overhearing' while some people who attended your engagement activity rinse their socks and talk to their friend about going to your activity.

In an **ideal world**, what would the earwigging attendants hear?

Have a go at filling in these 'overheards' for three audiences:

Your 'primary' target audience…
This is the main group you want to reach with your engagement. When people ask 'who is it for?' this is the first group you name.

a secondary audience…
This might be another key group you want to reach, or someone that unlocks the primary audience.

and a 'secret audience'
This might be someone you know you want to be impressed — perhaps they have power or influence in some way? A politician, funder, manager, colleague, idol…? Perhaps this is a 'stealth' audience — an undeclared someone you need to engage with in order to reach someone else. It might even be an audience you expect to be antagonistic or challenging, and you want to deal with alongside the declared audiences.

If you're working in a group, it's likely that your primary audience is shared but you might all have a different 'secret audience'. Use the spaces in this zine workbook to fill in any audiences specific to you.

PRIMARY AUDIENCE

person one is…

Dress me up! →

WHO AM I?
WHAT DO I KNOW ALREADY?

what do they say….

about why they went?

about the experience

about the things they learnt

SECONDARY AUDIENCE
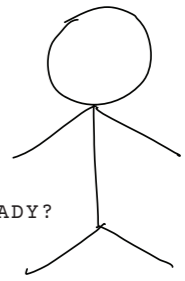
person two is...

*

. . . .

What do they say....

Dress me UP!

about why they went?

about the experience

about the things they learnt

'SECRET' AUDIENCE
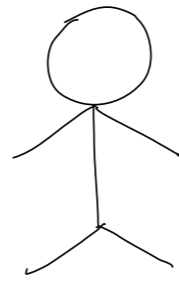
person three is...

*

. . . .

What do they say....

Dress me UP!

about why they went?

about the experience

about the things they learnt
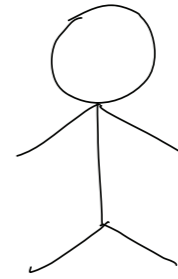
5
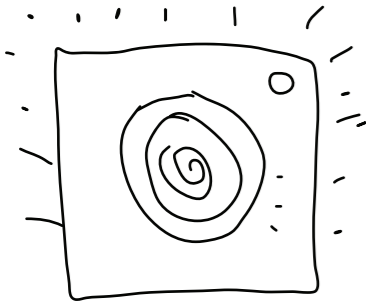
rinse
+ wring

what *is* the spin?

messages rinse-out

We've looked at the people and what you want them to experience, now we're going to give that another rinse, and touch a little more on the key **messages** you want those people to absorb.

We'll think about these as outfits. What style would suit the values and interests of your audiences? How can you make an impression quickly? How can you make that memorable?

Unlike writing for an academic audience, this means putting the 'so what?' part upfront rather than covering the background of your field, methods, etc. Identify the *most important* thing for your audience to know first. This could be a critical finding, why your work is important, areas of focus… It's the eye-catching outer layer.

From there, you can add more: what goes on at each layer of your messaging? How do you bring in increasing levels of detail without relying on technical jargon? What stories, analogies or examples can help? The 'underwear' is the hidden detail that an audience may or may not need to see!

Have a go at identifying and ironing out the layers. Try this for your primary audience first. If it's useful, you can expand to other groups. You will likely find there are multiple messages for each audience. Try out a range.
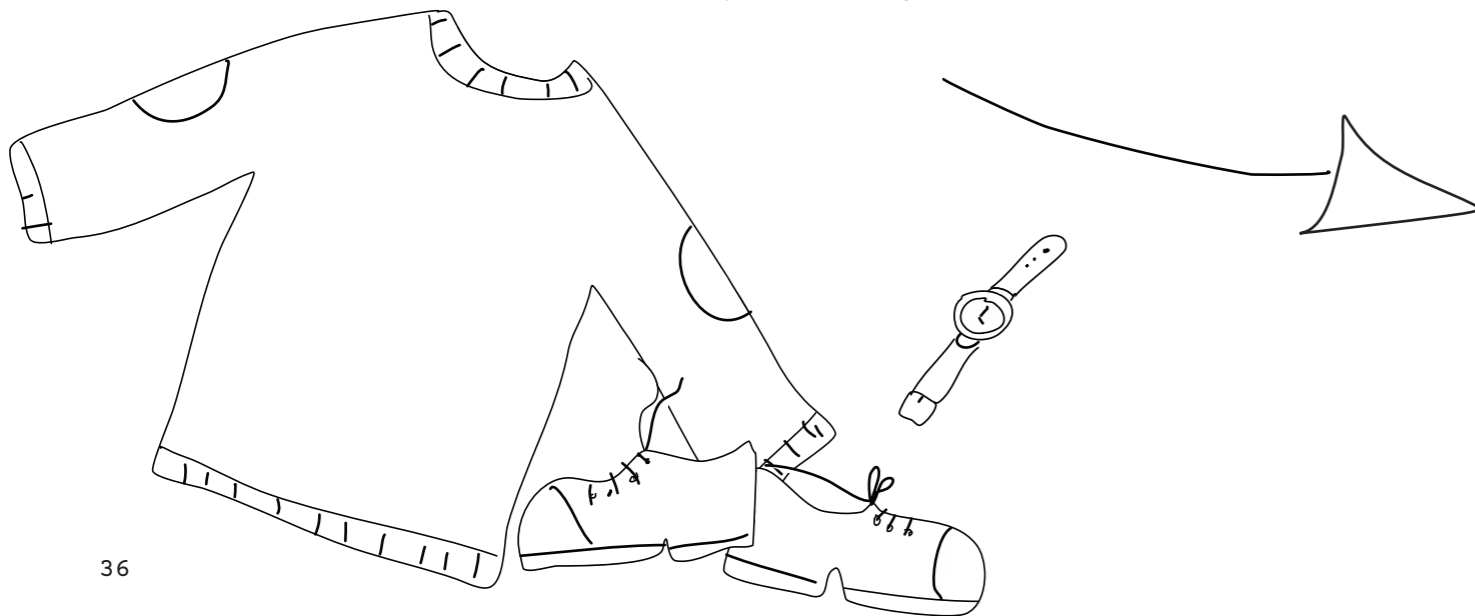
your primary audience's first outfit

eye-catching outerwear

this simple message should cover off the key point you want to convey. It is the most important thing you want your audience to know…

mid-layer messages

this is the next layer of detail. It expands on why the work might be important or interesting to the audience. It tells them why they should care…

the underwear

this is an additional level of supporting detail. It might expand the background for the audience or present other research findings…

outfit 2 •••••••••••••••••••

eye-catching outerwear

this simple message should
cover off the key point you
want to convey. It is the most
important thing you want your
audience to know…

mid-layer messages

this is the next layer of
detail. It expands on why
the work might be important
or interesting to the
audience. It tells them why
they should care…

the underwear

this is an additional level of
supporting detail. It might
expand the background for the
audience or present other
research findings…

Well done, thoroughly rinsed! Take a moment to think
about ways you can find out more about your audiences,
to check the assumptions you may have made about
their interests, level of expertise or values and
motivations.

How can you hone the messages for them? How will you
test these out to check they are working?
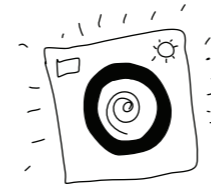
thoughts and notes

LEFT INTENTIONALLY
BLANK FOR YOUR
MUSINGS

6
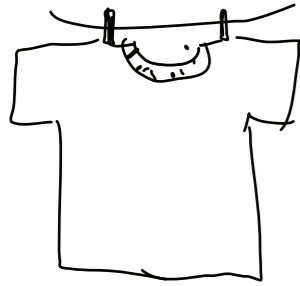
It can be helpful to
code at this stage,
either with coloured
stickies, pens or
icons, e.g…

**big picture /
macro things**

**smaller detail /
micro things**

ENGAGEMENT
ONE-LINER

it's called

and it is…
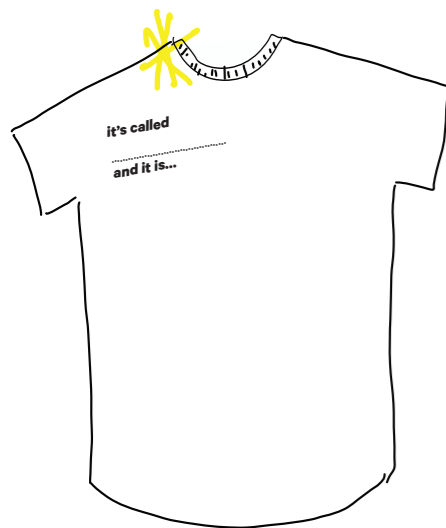
hanging out
to get it done!

priorities washing line

At this stage, you've hung out with your thoughts
for a while and you've done some rigorous rumbling.
The wheel might have shifted dirt you didn't know
existed; the levers might have made you think about
when you're engaging and how the engagement might
shape the research that you do. Now's the time for
converting all that agitation into a project plan.

You might have added things to the wash that vary in
detail: you'll have denim dungarees and silk socks,
and you'll need to manage them all carefully to be
successful! Now we can take a step back and try to
make some priorities. Going back to your washing
line or machine, revisit the thing that you pegged
out. Are they all still in the rinse or are some of
them no longer clothes you want to wear? Are there
things in the survey questions that have changed for
you? Has the wheel washed any things to the fore
that can translate to actions? Has your engagement
'one liner' changed?

You may have things that are higher level and things
that are practical steps to get there. For instance,
running an event vs. booking a venue. Clearly both
are important! Go through the washing line and
translate anything still relevant onto stickies. It
can be helpful to colour-code these. For instance,
yellow for macro things and blue ones for micro. Or
use coloured pens or icons - whatever works. Then
go through the rest of the zine workbook to pull out
things that may translate to actions.

You should find a large washing line project planner
enclosed. Place your stickies on the matrix
depending on how important they are, and how
pressing they are in terms of timing…
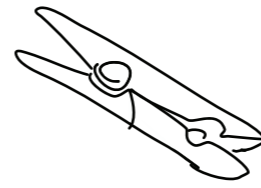
THIS WAY UP!

YOU SHOULD HAVE A LARGE FORMAT
VERSION OF THIS…
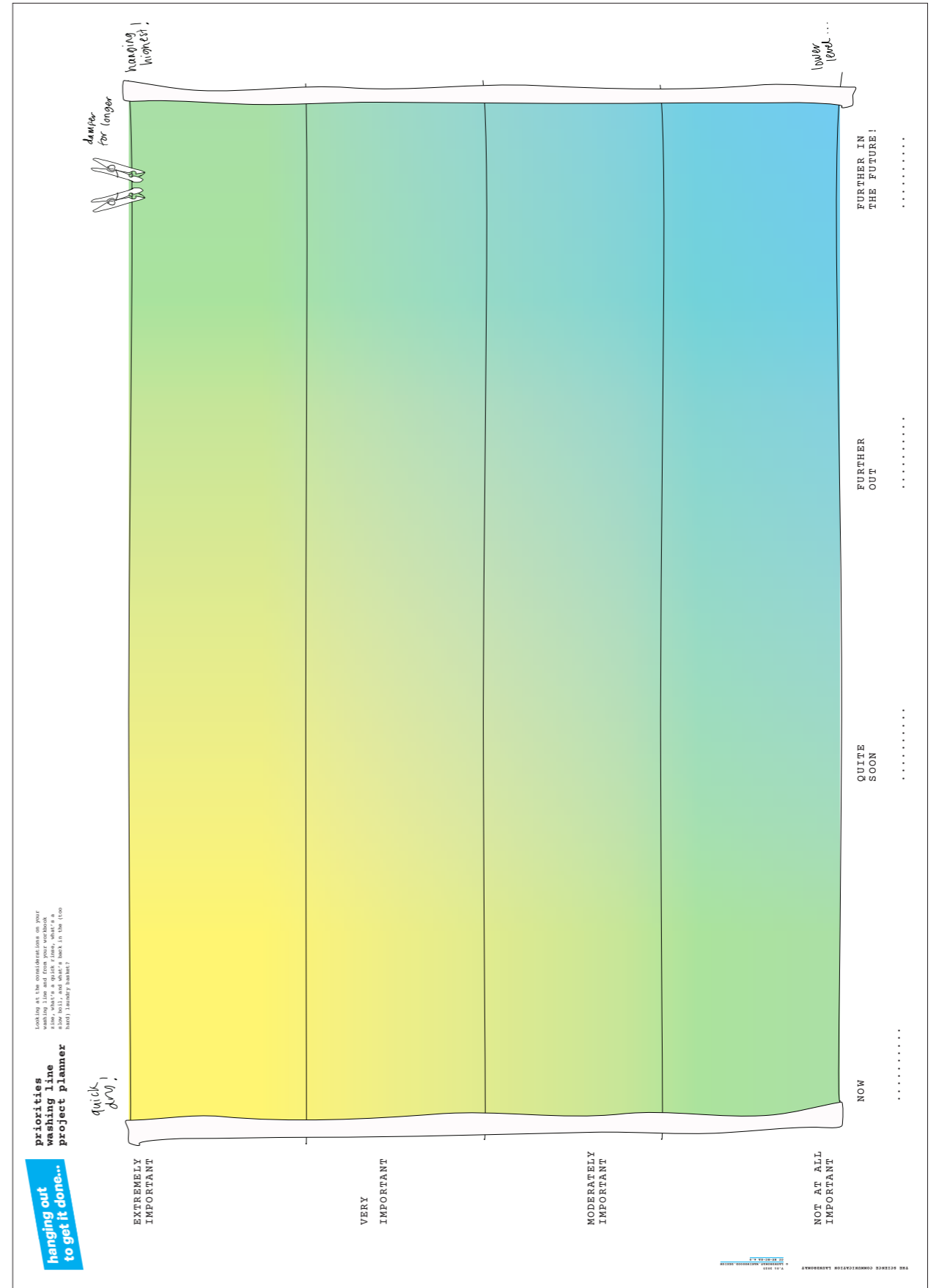
*YOU CAN TAILOR THIS
TIME AXIS TO YOUR NEEDS

priorities
washing line
project planner

FURTHER IN
THE FUTURE!

FURTHER
OUT

QUITE
SOON

NOW

EXTREMELY
IMPORTANT

VERY
IMPORTANT

MODERATELY
IMPORTANT

NOT AT ALL
IMPORTANT

hanging out
to get it done…

*If the large planner is missing, you can also find them at them
under stage 6 at laundromat.makinggood.design/resources
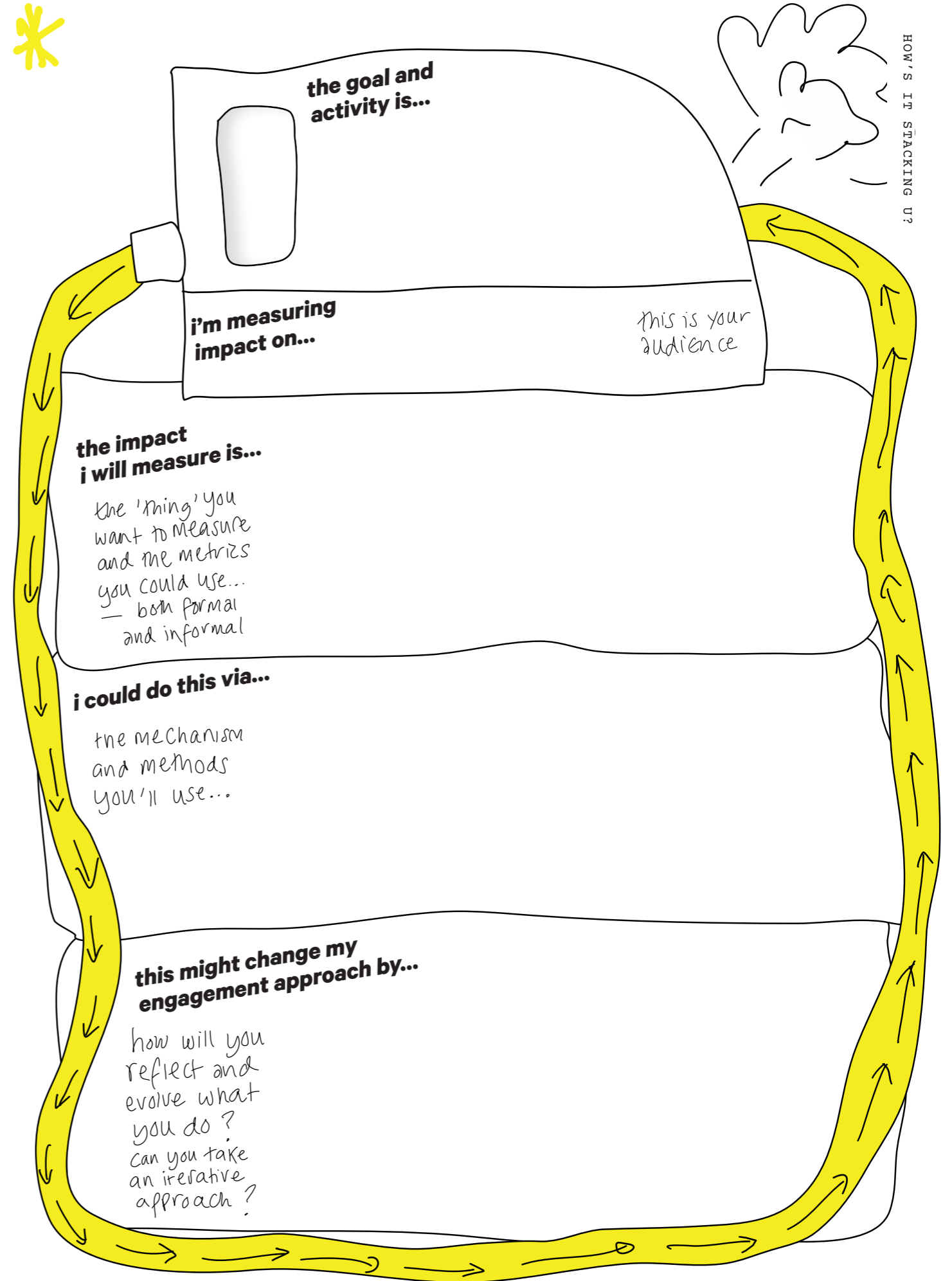
7

fold +
press

how's it stacking up?

We are nearing the end of the cycle! The only thing we have not ironed out is thinking about how you will evaluate the engagement. Or put another way, what would indicate **impact**? What are the measures of success? What metrics are there that you could count, measure or survey, or observe more informally? And how can you evaluate impact both on your audience, and on yourself and the other team members?
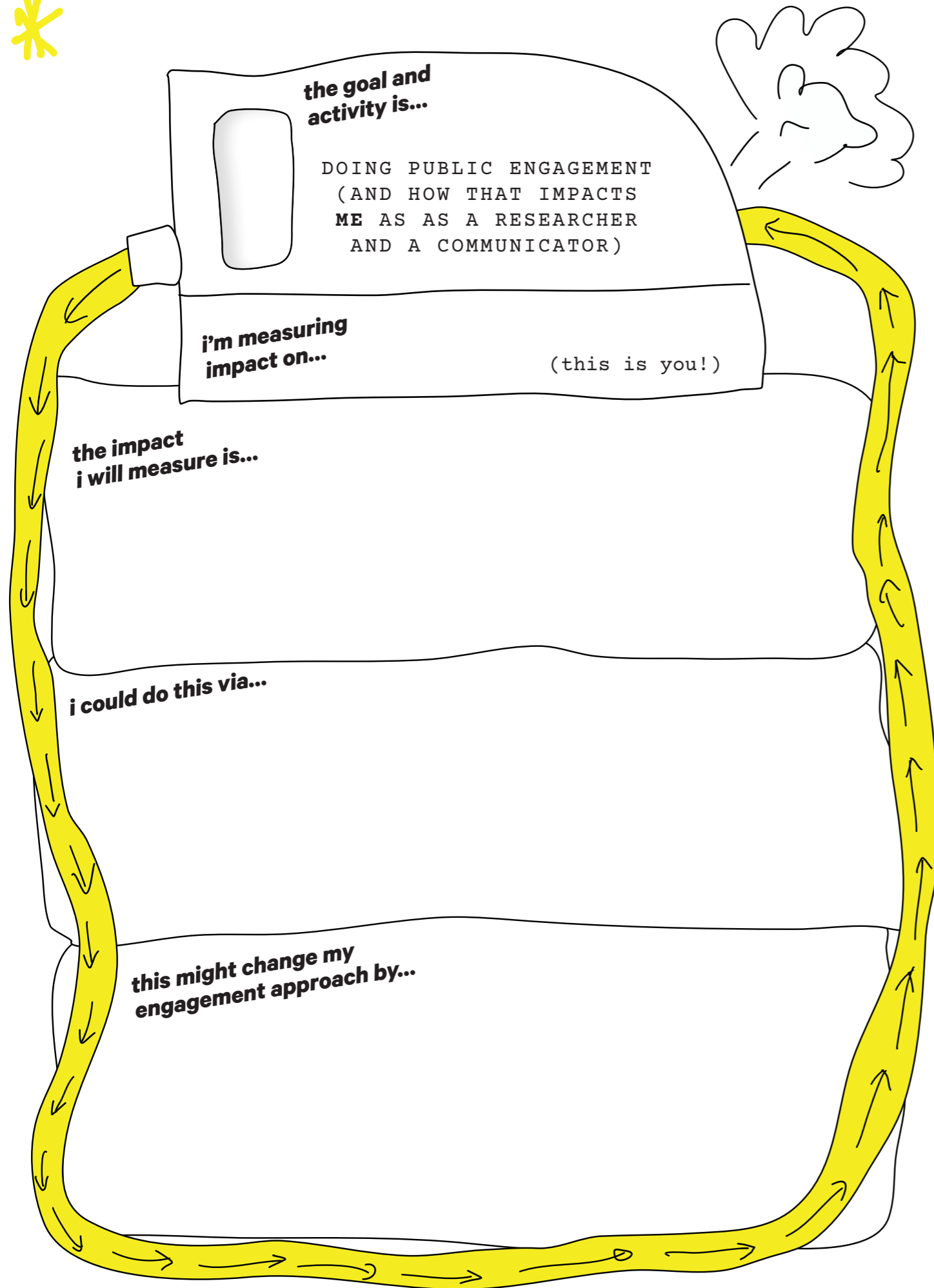
Flip back to the audiences, and the things that you wanted them to get from the engagement experience. Consider how these (possibly quite intangible) things could be translated into things you could measure. Take another look at the wheel, and any expectations from other parties such as funders.

These metrics might include such things as gaining insight into the concerns people have about science (or your research area), making connections between it and everyday life, making more informed decisions using your research area, or other outcomes related to your project goals. Some of these metrics may be immediate (for instance if an event was well-received), whereas some of them may need to be measured over the long term.

Have a go at documenting how you'll evaluate impact for at least your primary audience. Sometimes funders will have specific metrics they want you to use. Are these meeting your needs, as well as theirs? Is there a role or need here to bring in a professional or external evaluator?

And, reflect about the impact on YOU and how you'll actively think about the impact of undertaking public engagement on you as a scientist, researcher or science communicator. In the wheel, did you specify personal motivations? Can you measure if these are being fruitful, and can you check in reflexively on yourself in relation to your engagement, to make sure it's sustainable?

the goal and activity is...

i'm measuring impact on...

this is your audience

the impact i will measure is...

the 'thing' you want to measure and the metrics you could use... — both formal and informal

i could do this via...

the mechanism and methods you'll use...

this might change my engagement approach by...

how will you reflect and evolve what you do? can you take an iterative approach?

the goal and activity is...

DOING PUBLIC ENGAGEMENT
(AND HOW THAT IMPACTS
ME AS AS A RESEARCHER
AND A COMMUNICATOR)

i'm measuring impact on...

(this is you!)

the impact i will measure is...

i could do this via...

this might change my engagement approach by...

pressing on...

Well done! Take a moment to check that the metrics you have identified meet the expectations of any funding bodies you might have, and that they give you the right tools to shape your engagement in future cycles.

Now we're in the process of neatly folding everything we've learned. Ask yourself:

— What gaps exist and are there any clear weaknesses in the scope, design or team involved?

— Are there new partners or collaborators who would help strengthen this initiative?

— Are the mission and goals clear and can they be clearly evaluated or measured?

— Are the purpose, messages and audiences clear?

synthesis!
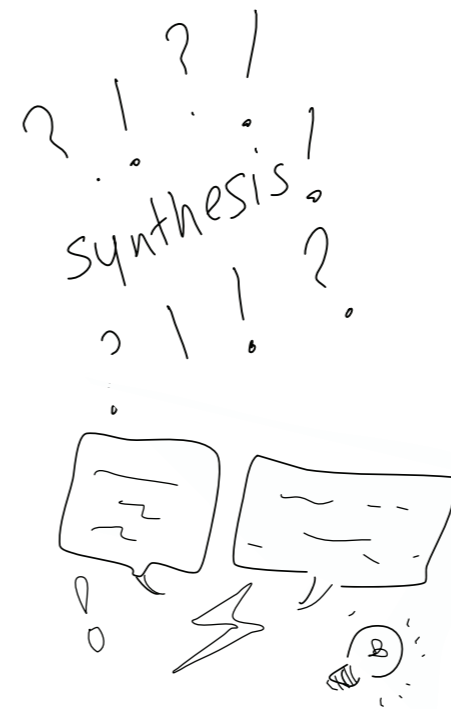
thoughts and notes

8

ready
to wear
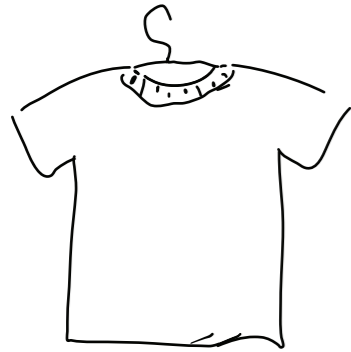
freshly laundered!

next steps

All being well, you're feeling fresh, bright and confident now. You should be able to spin the answers to these things off at 1200rpm:

what is the project called?

who is the target?

where will it take place?

what resources / people do you need to make it happen?

why is it important?

what are the key messages?

how will you evaluate?

Now to put you on the spot, tell us the three tangible next steps you're going to take to move forward:

1.

2.

3.
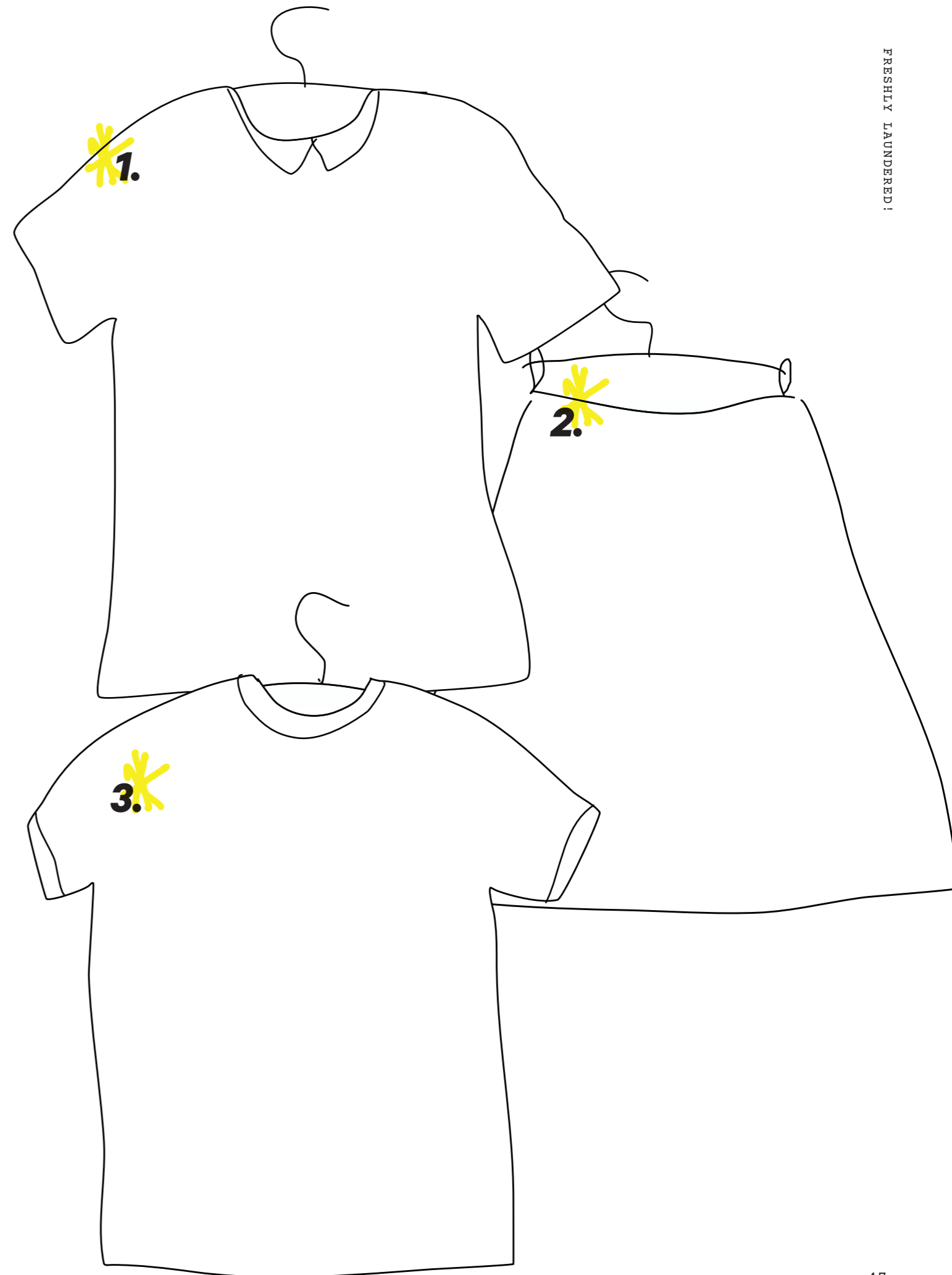
8

ready
to wear

No doubt you're worn out!

Just one last thing. We're interested to know how
you feel now, having gone through the laundromat.
Regarding how you feel about engagement/scicomm*.
what's your:

** You might have a
sense by now of
what terms sit
best with you!*

low Level of **understanding of what engagement* is or what it means?**: **high**

0   1   2   3   4   5   6   7   8   9   10

low Level of **experience**: **high**

0   1   2   3   4   5   6   7   8   9   10

low Level of **confidence**: **high**

0   1   2   3   4   5   6   7   8   9   10

low Level of **motivation**: **high**

0   1   2   3   4   5   6   7   8   9   10
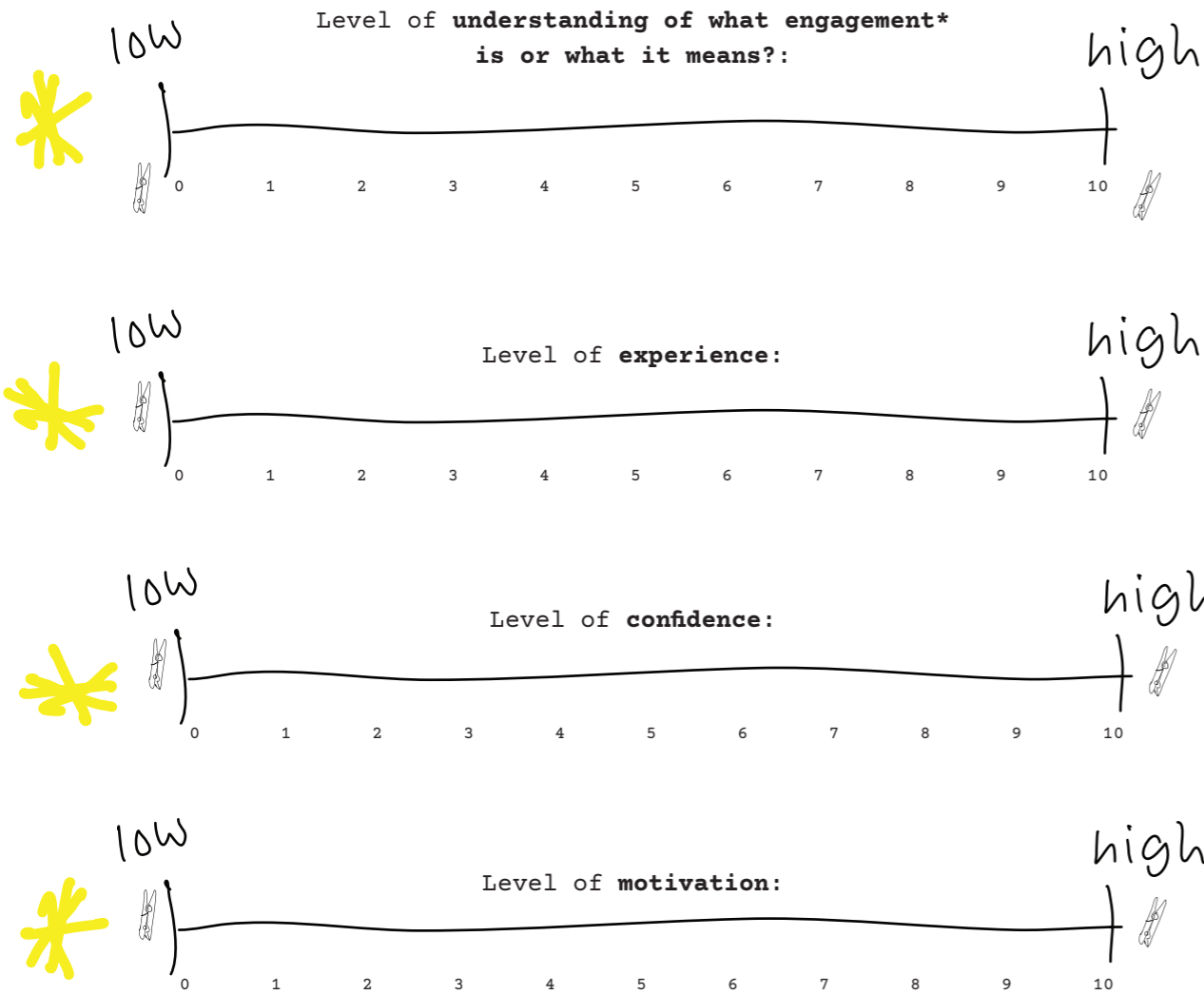
What's changed, if anything? Take a
moment to compare these answers to
the ones you gave at the start of this
process. Has anything changed? If so,
in what way?

That's that cycle washed and folded!
We hope this process has helped
you share the load and work out
how to go forward. Remember,
designing science communication,
like washing, is never 'finished' – you
might find it useful to check back in
with the exercises down the track,
to keep things fresh. Kia ora, thank
you for engaging with the science
communication laundromat!

good luck!

your project freshly laundered

reading list

Here are some articles that you might find interesting, some of which are referenced in this There is a complete list at:
laundromat.makinggood.design/references

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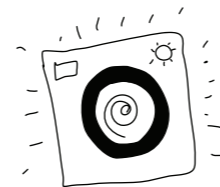
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of laundromat resources at
laundromat.makinggood.design