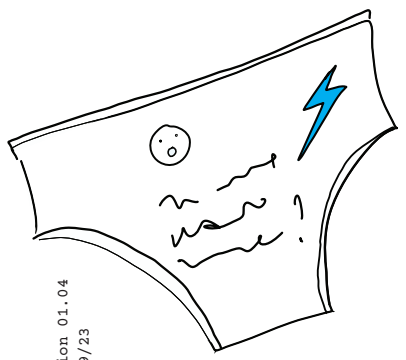
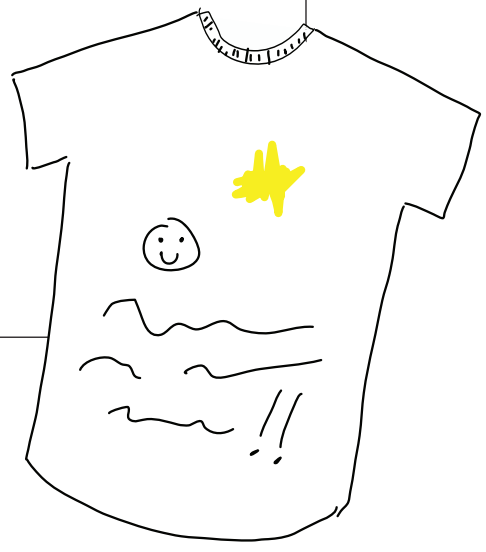
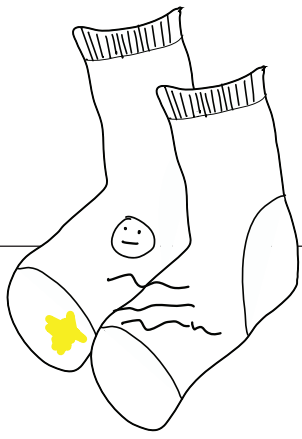
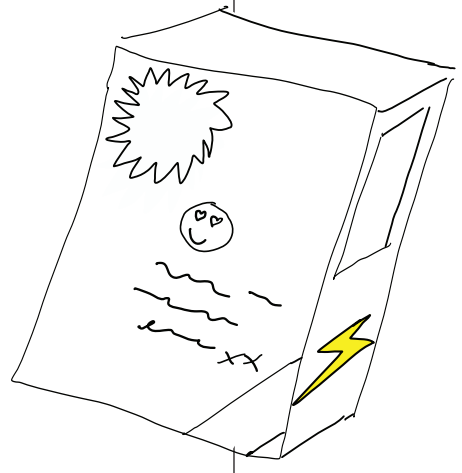
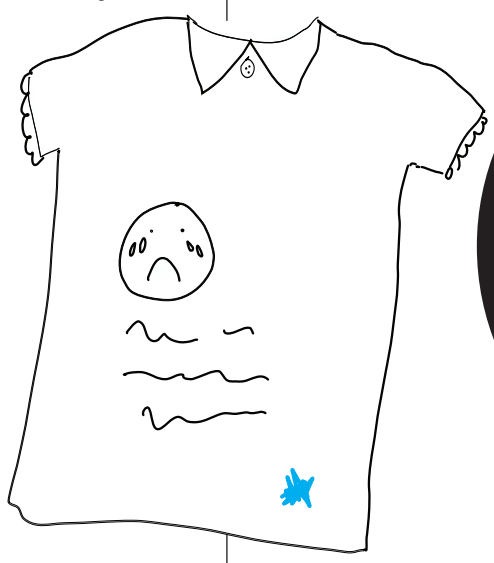
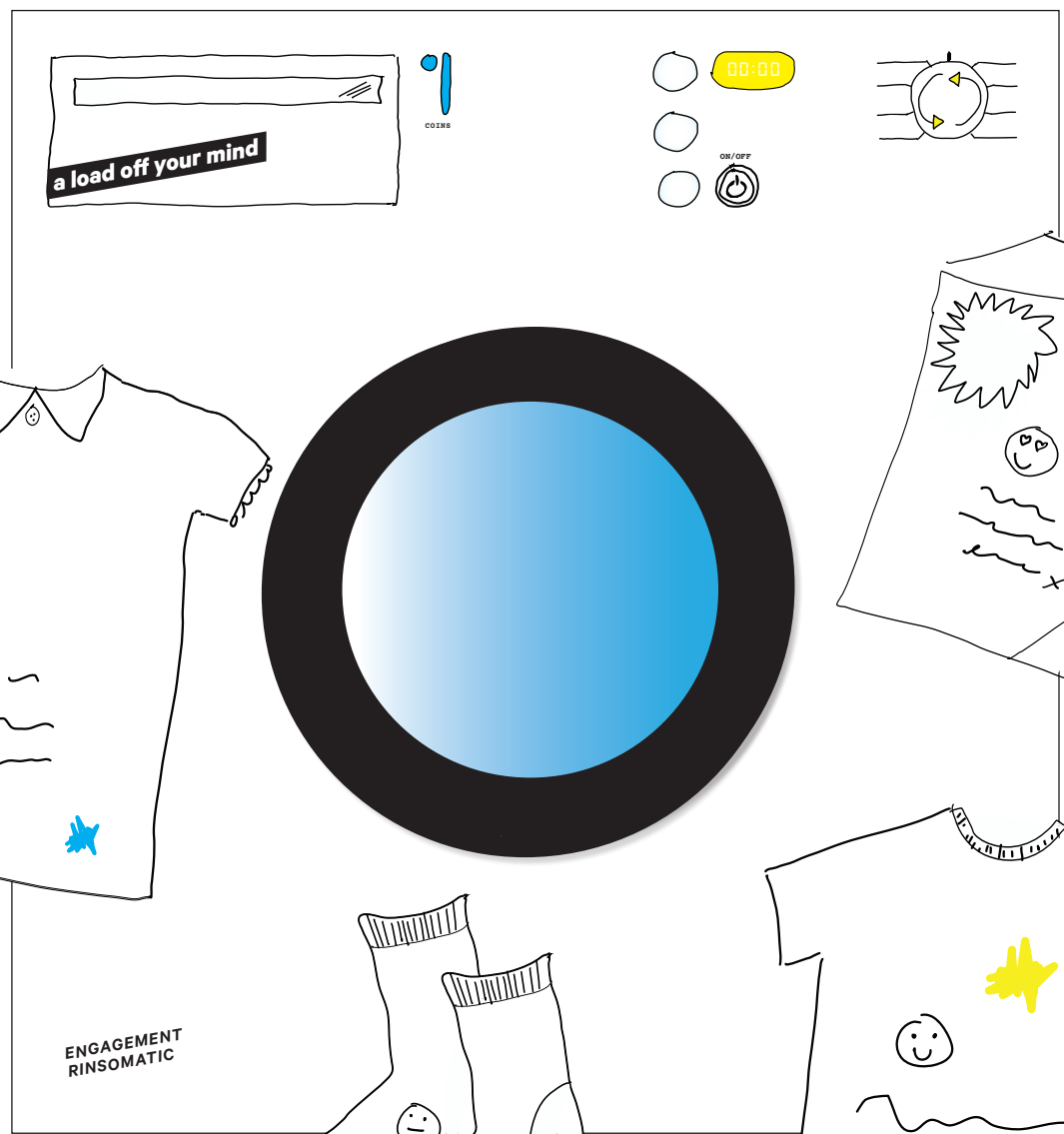


# a load off your mind

## SCIENCE COMMUNICATION LAUNDROMAT

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version 01.04  
01/09/23



# 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.

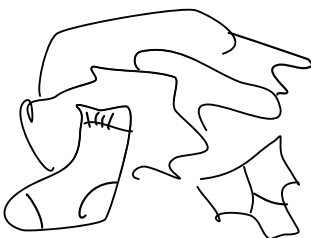
# the laundromat cycle

*we are here!*



1

gathering up  
 the laundry  
 pile



- setting the cycle survey
- "Name tag": finding out about you
- 2 ◦ Drawing things out: you and your engagement

2

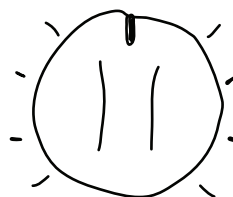
sort the  
 laundry



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

3

choose the  
 settings



- 'set the sliders' and cycle length

4

soak +  
 spin



- what's in the spin 'wheel'

# 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:

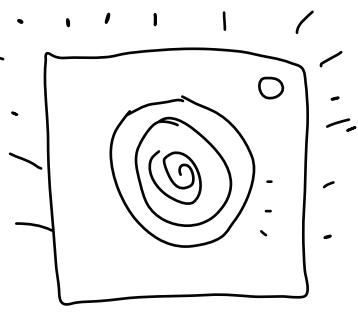


These activities might be carried out in a group, individually, or online in advance.

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

## 5

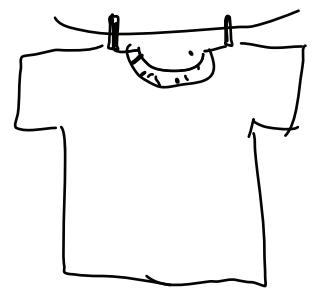
rinse  
+ wring



• who's in the spin audiences and what's in the spin messages

## 6

get it  
dried



• hanging out priorities washing line

## 7

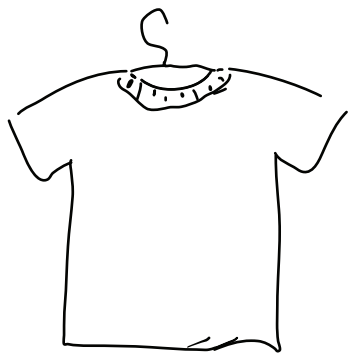
fold  
+ press



• stacking up measuring impact  
• pressing on reflections

## 8

ready  
to wear



• freshly laundered next steps

# 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):



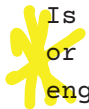
ADD YOUR THOUGHTS HERE



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)

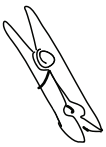
ADD YOUR THOUGHTS HERE

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



Clip a peg on the line!



low

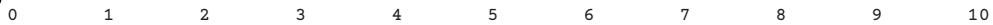


Level of **understanding of what engagement is or what it means:**

high



low

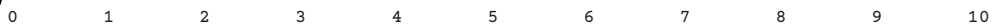


Level of **experience:**

high



low



Level of **confidence:**

high



low



Level of **motivation:**

high





---

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



'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](https://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](https://doi.org/10.1007/s13412-015-0274-4)

[www.toiaria.org](http://www.toiaria.org)





1

gathering  
up the  
laundry  
pile


**side 2: hidden depth**



'NAME TAG'

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



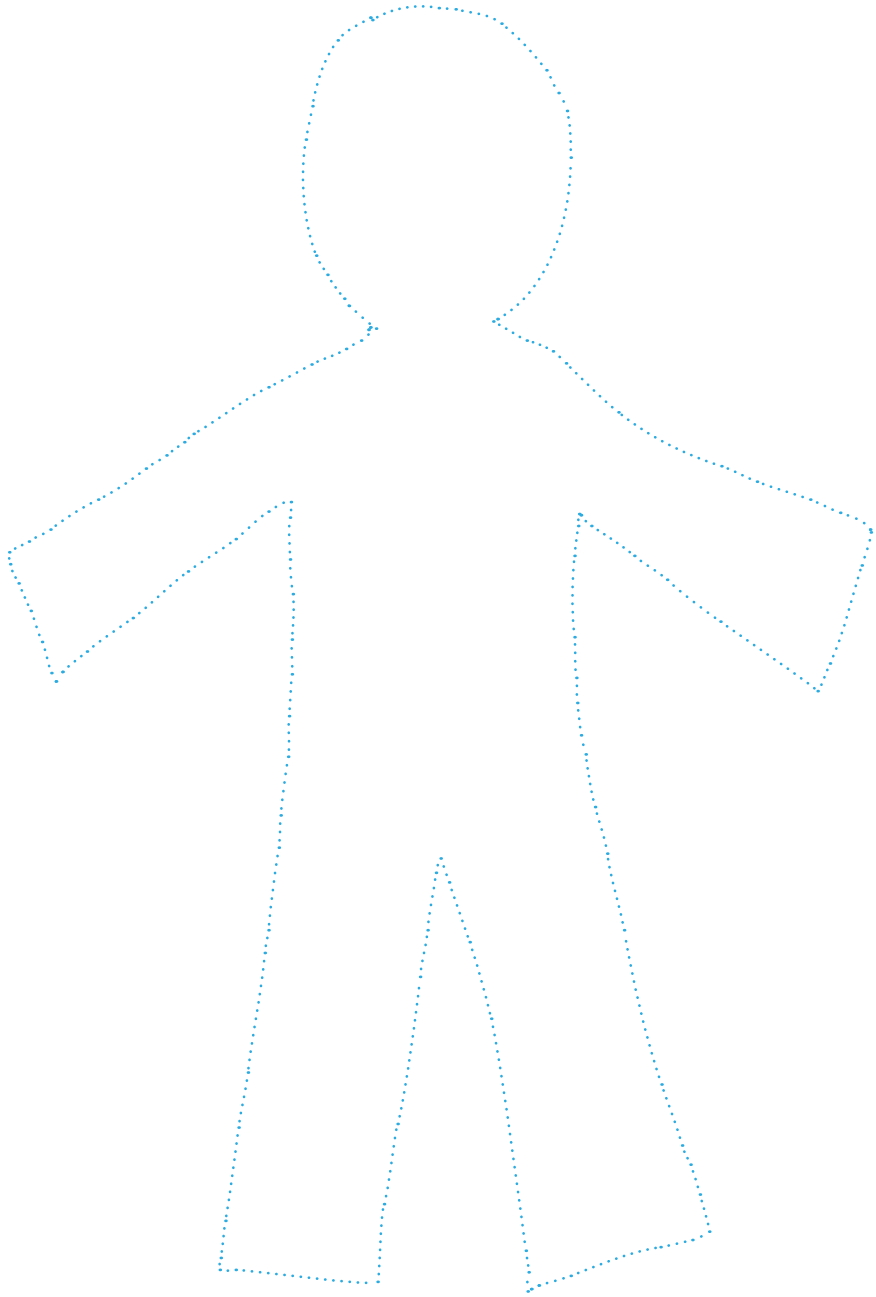
Now for something that might feel odd..

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



# 1

gathering  
up the  
laundry  
pile

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!)

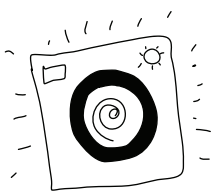
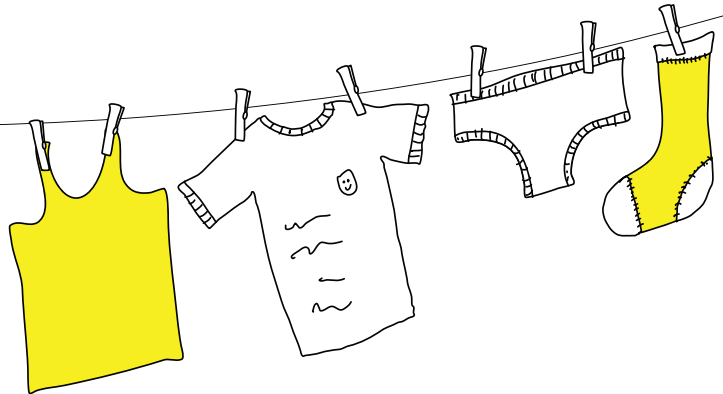


a load off your mind

**\*there's no right or wrong answer!**

**one down...!**

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

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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)

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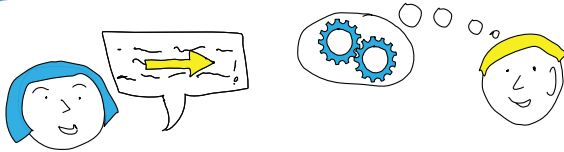




load off your mind

# knowledge transfer

e.g. articles  
podcasts  
presentations  
infographics

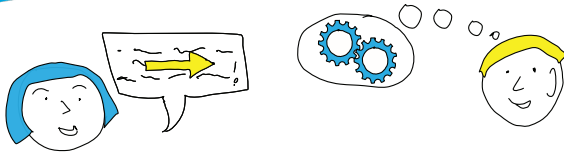


One-way transfer of content  
based on commonly understood laws of nature  
no impact or action required, little controversy

load off your mind

# knowledge transfer

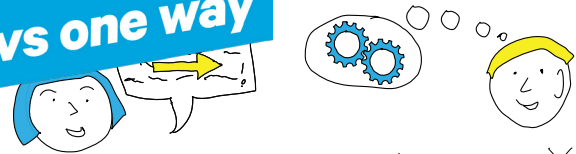
\* Sometimes called the "deficit model"



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

load off your mind

# deficit vs one way

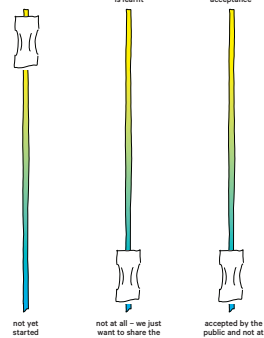


<p>The deficit mindset is an assumption that the public have a 'deficit' of knowledge, and this can be remedied through more science communication one way does not necessarily equal deficit.</p>	<p>One way communication is important for consensual, non-problematic concepts builds 'scientific literacy' and understanding of role &amp; nature of science</p>	<p>Unhelpful framework for communication of controversial issues  <b>no necessary causal progression from more knowledge to more acceptance</b></p>
--	---	---

load off your mind

# knowledge transfer

research or what we want to engage about	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



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



load off your mind

# audiences

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

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load off your mind

# 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)

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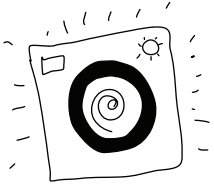
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you can find articles referred to in this presentation at [laundromat.makingood.design/references](http://laundromat.makingood.design/references).

The slides and a video walkthrough are under 2.1 at [laundromat.makingood.design/resources](http://laundromat.makingood.design/resources).



# thoughts and notes

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LEFT INTENTIONALLY  
BLANK FOR YOUR MUSINGS

# 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...

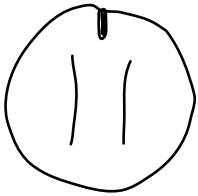


\*If the prompts are missing, you can also find them at them under 2.2 at [laundromat.makinggood.design/resources/](http://laundromat.makinggood.design/resources/)

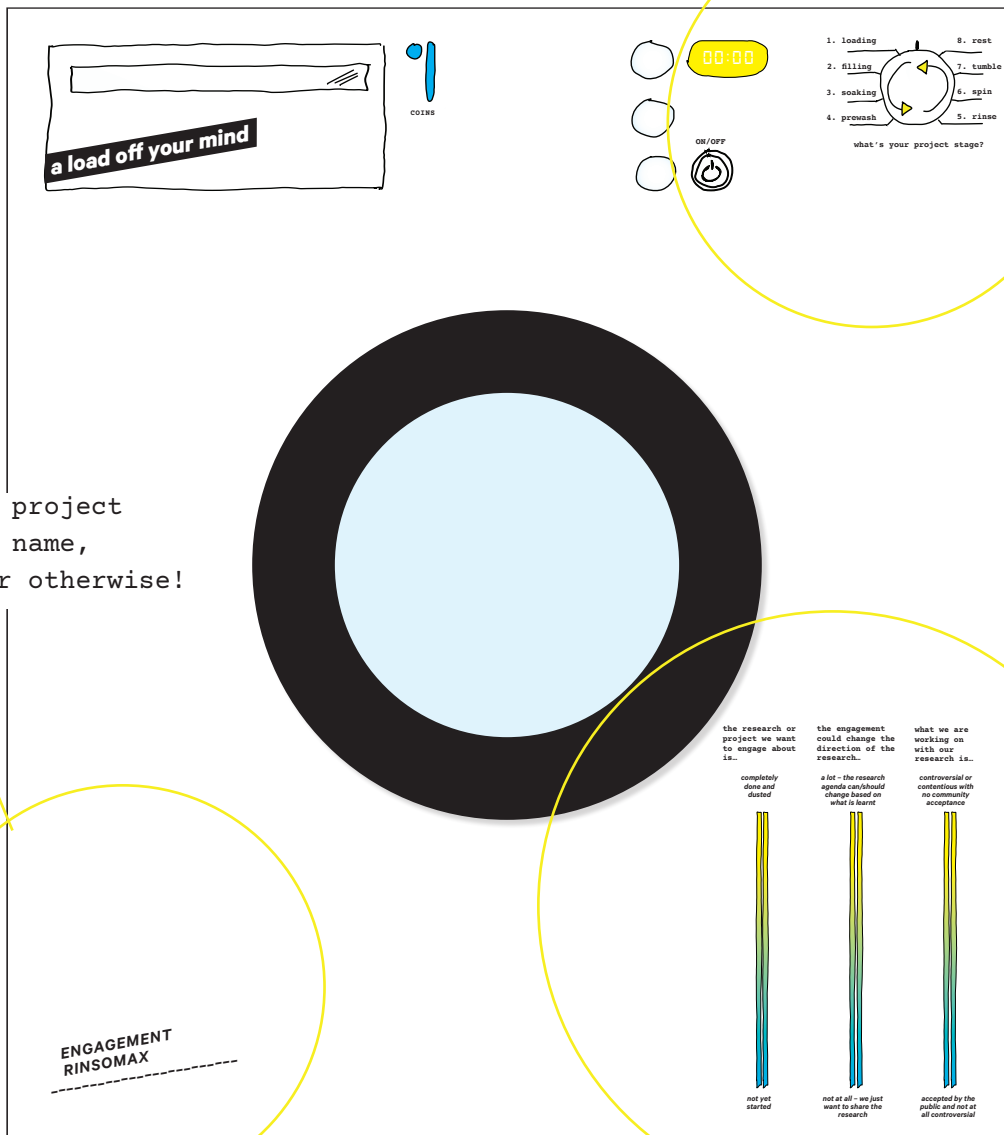
# 3

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...



### 1.

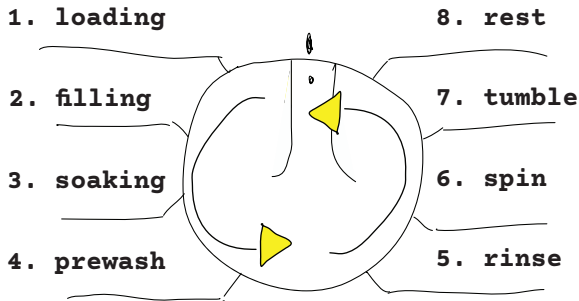
Give your project machine a name, playful or otherwise!

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...

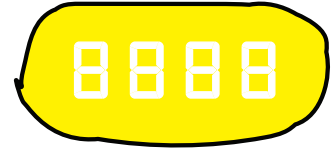
just about to give the first event a go...



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)

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**

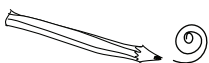
**controversial or contentious with no community acceptance**



**not yet started**

**not at all - we just want to share the research**

**accepted by the public and not at all controversial**

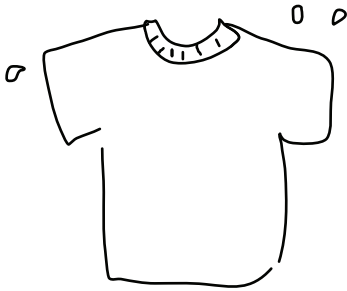


Position a slider on the scale



# 4

soak + spin



## 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.

# 'what's in the spin?' wheel

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](https://doi.org/10.1017/S0032247418000608).

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.

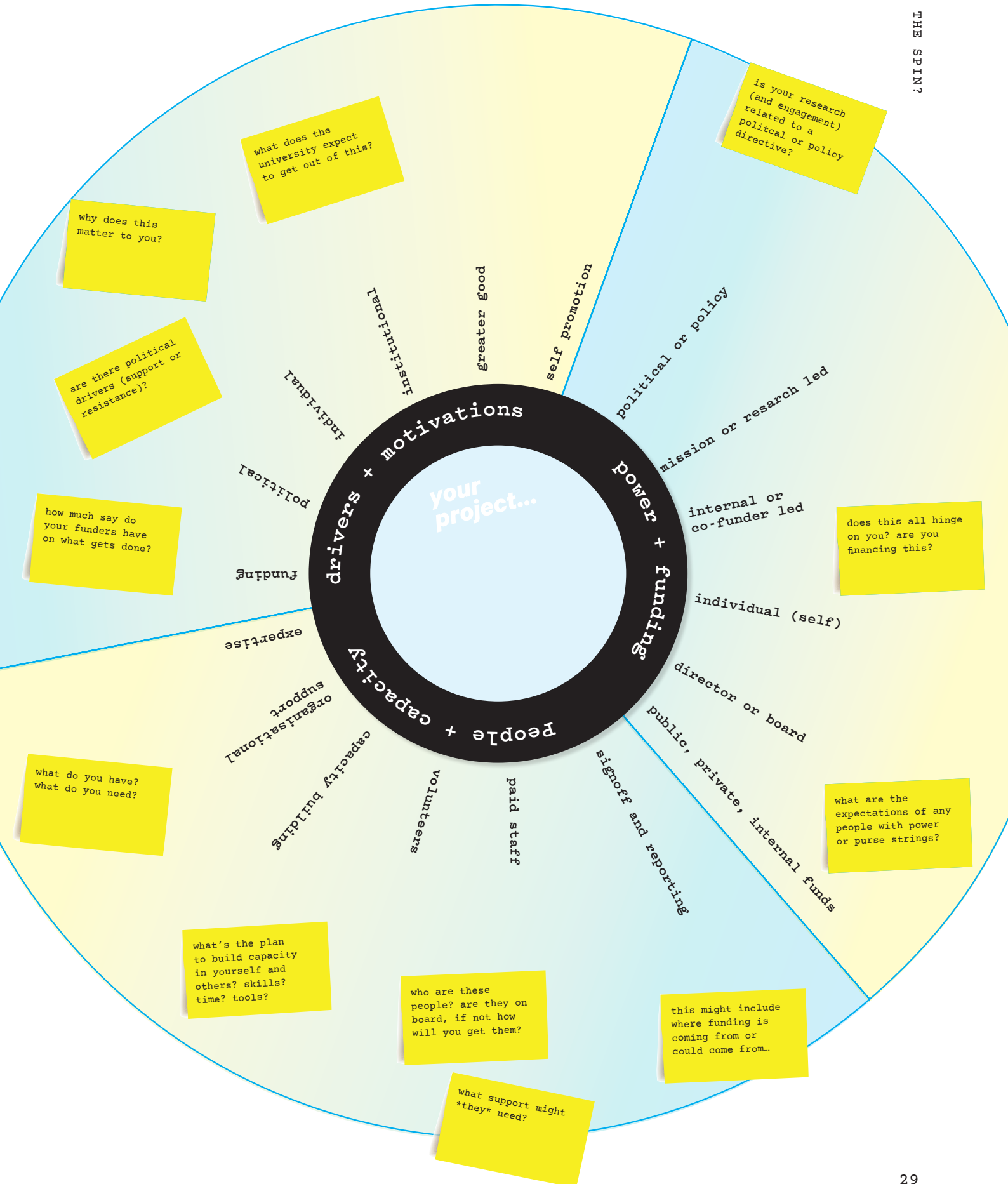
Do this in a 'quick and dirty' way, until you have collected as much information as possible for each section. The headings are just think-prompts, they might not be relevant to each project, but just considering the presence or absence of these elements is part of the intended process.

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>

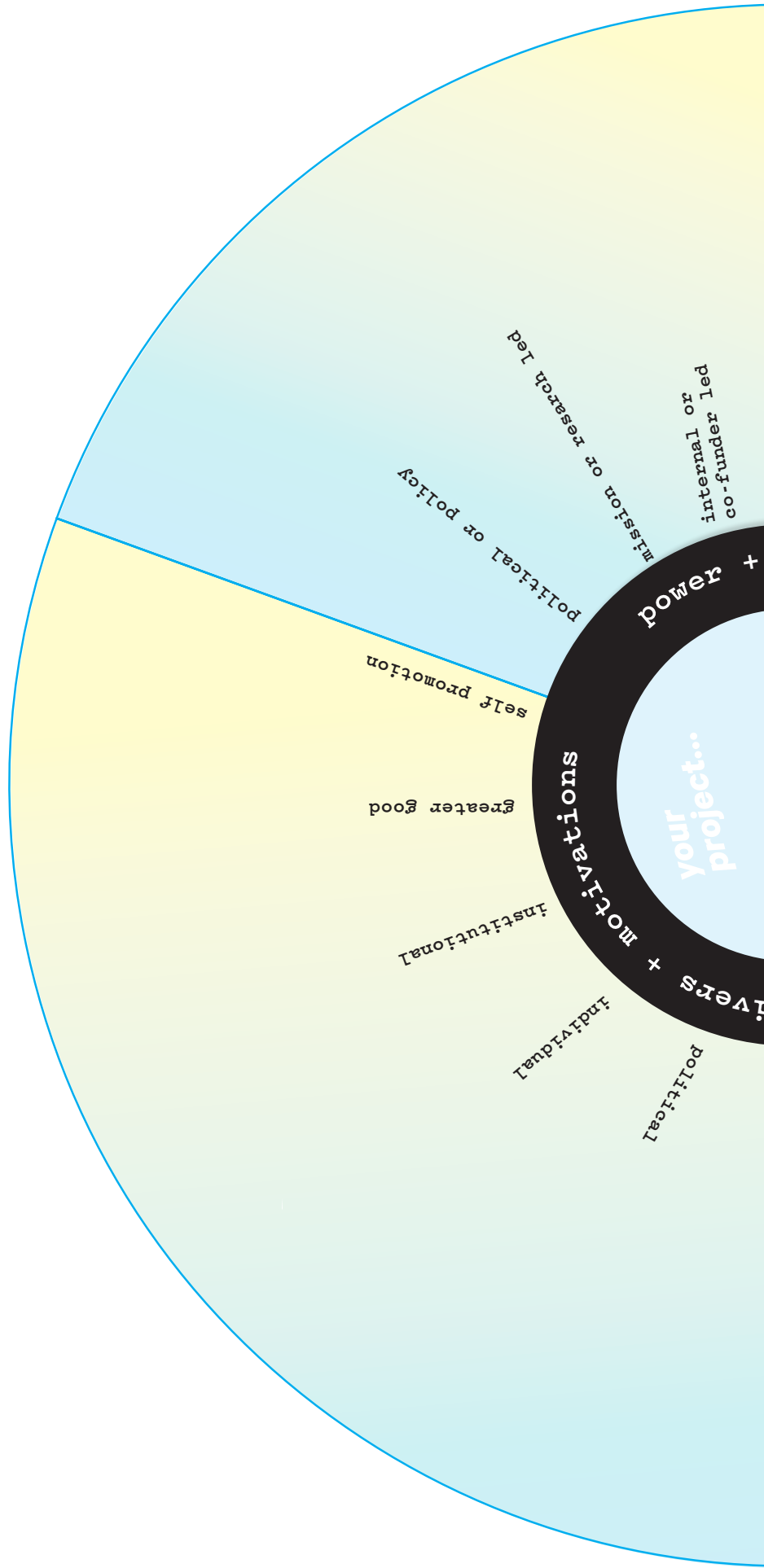
THERE SHOULD BE A BIG WHEEL HERE, NEATLY PRESSED AND FOLDED, OR IF WE ARE IN PERSON, HEAD TO YOUR WASHING MACHINE...

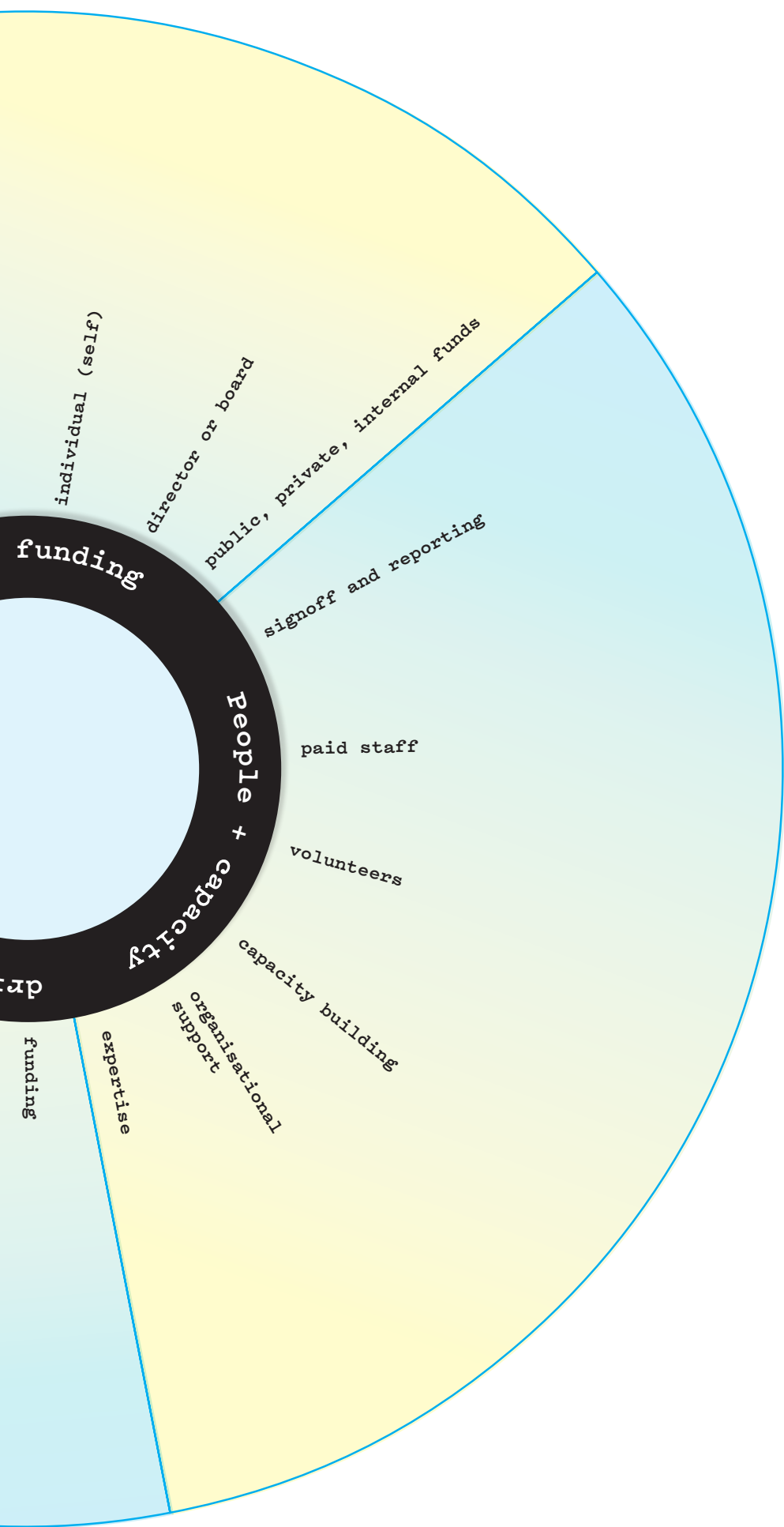
WHAT'S IN THE SPIN?



## what's in the spin?

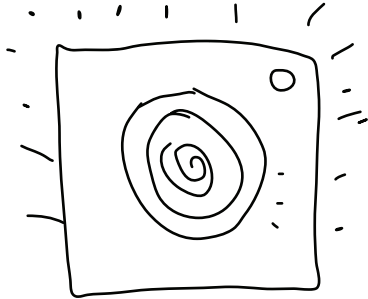
Declare all the issues you can think of related to each of the headers. These are grouped under drivers + motivations, power + funding and people + capacity, but some things may live in more than one section - that's fine, jot them down in both or wherever makes sense to you. The subheadings are just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





# 5

rinse  
+ wring



## who's in the spin? audiences + messages

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 earwiggling 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.



# person one is...



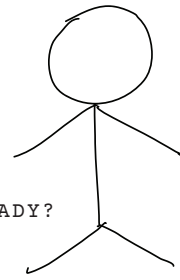
What do they say...

about why they went?

about the experience

about the things they learnt

Dress me up!



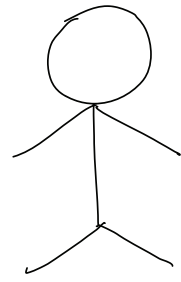
WHO AM I?

WHAT DO I KNOW ALREADY?

# person two is...



Dress me up!



What do they say...

about why they went?

A large, empty, hand-drawn speech bubble with a blue outline, intended for writing a response to the question 'about why they went?'.

about the experience

A large, empty, hand-drawn speech bubble with a blue outline, intended for writing a response to the question 'about the experience'.

about the things they learnt

A large, empty, hand-drawn speech bubble with a blue outline, intended for writing a response to the question 'about the things they learnt'.

'SECRET' AUDIENCE

# person three is...



WHO'S IN THE SPIN?

What do they say...

about why they went?

A large, empty blue speech bubble with a tail pointing to the left.

about the experience

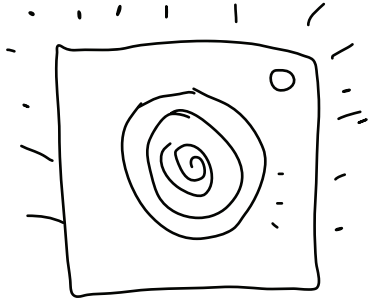
A large, empty blue speech bubble with a tail pointing to the left.

about the things they learnt

A large, empty blue speech bubble with a tail pointing to the left.

# 5

rinse  
+ wring



## what \*is\* the spin?

### messages rinse-out

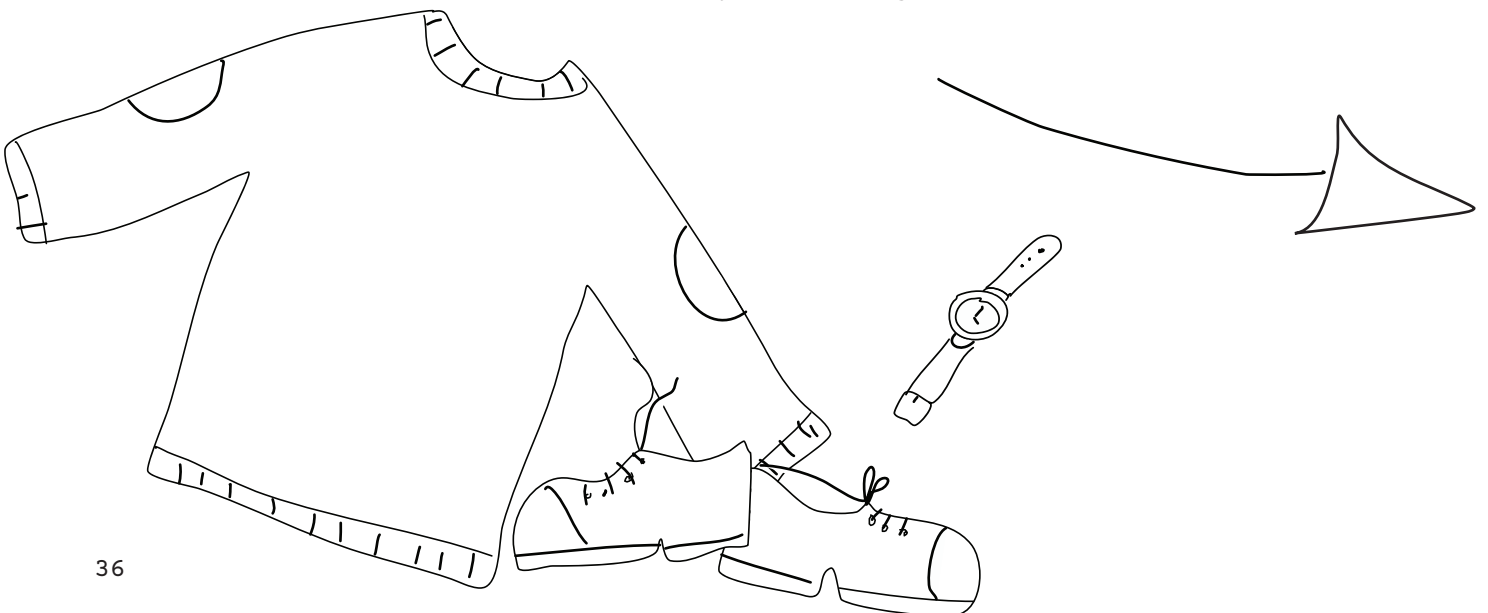
We've looked at the people and what you want them to experience, now we're going to give that another rinse, and touch a little more on the key **messages** you want those people to absorb.

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**

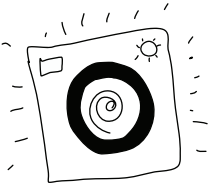
this is the next layer of detail. It expands on why the work might be important or interesting to the audience. It tells them why they should care...

### **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?



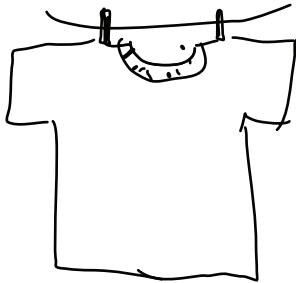
thoughts and notes

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LEFT INTENTIONALLY  
BLANK FOR YOUR  
MUSINGS

# 6

get it  
dried

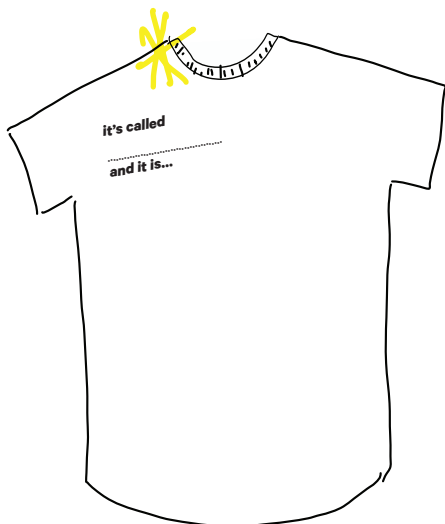


It can be helpful to code at this stage, either with coloured stickies, pens or icons, e.g..

**big picture /  
macro things**

**smaller detail /  
micro things**

ENGAGEMENT  
ONE-LINER



## 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...

**hanging out  
to get it done...**

**priorities  
washing line  
project planner**

Look for at the end of the line on your washing line and from your workbooks a line, what's a quick time, what's a hard laundry basket?

*quick dry!*



*hanging highest!*

EXTREMELY IMPORTANT

VERY IMPORTANT

MODERATELY IMPORTANT

NOT AT ALL IMPORTANT

NOW

QUITE SOON

FURTHER OUT

FURTHER IN THE FUTURE!

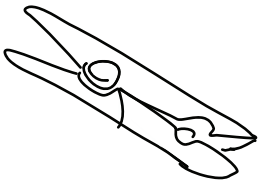
.....

.....

.....

.....

*low (best)...*



\*If the large planner is missing, you can also find them at them under stage 6 at [laundromat.makinggood.design/resources](http://laundromat.makinggood.design/resources)

\*YOU CAN TAILOR THIS TIME AXIS TO YOUR NEEDS

# 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.

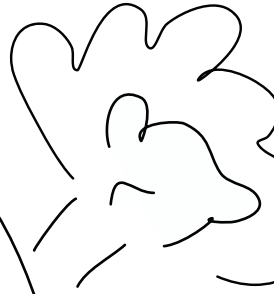
These metrics might include such things as gaining insight into the concerns people have about science (or your research area), making connections between it and everyday life, making more informed decisions using your research area, or other outcomes related to your project goals. Some of these metrics 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...**

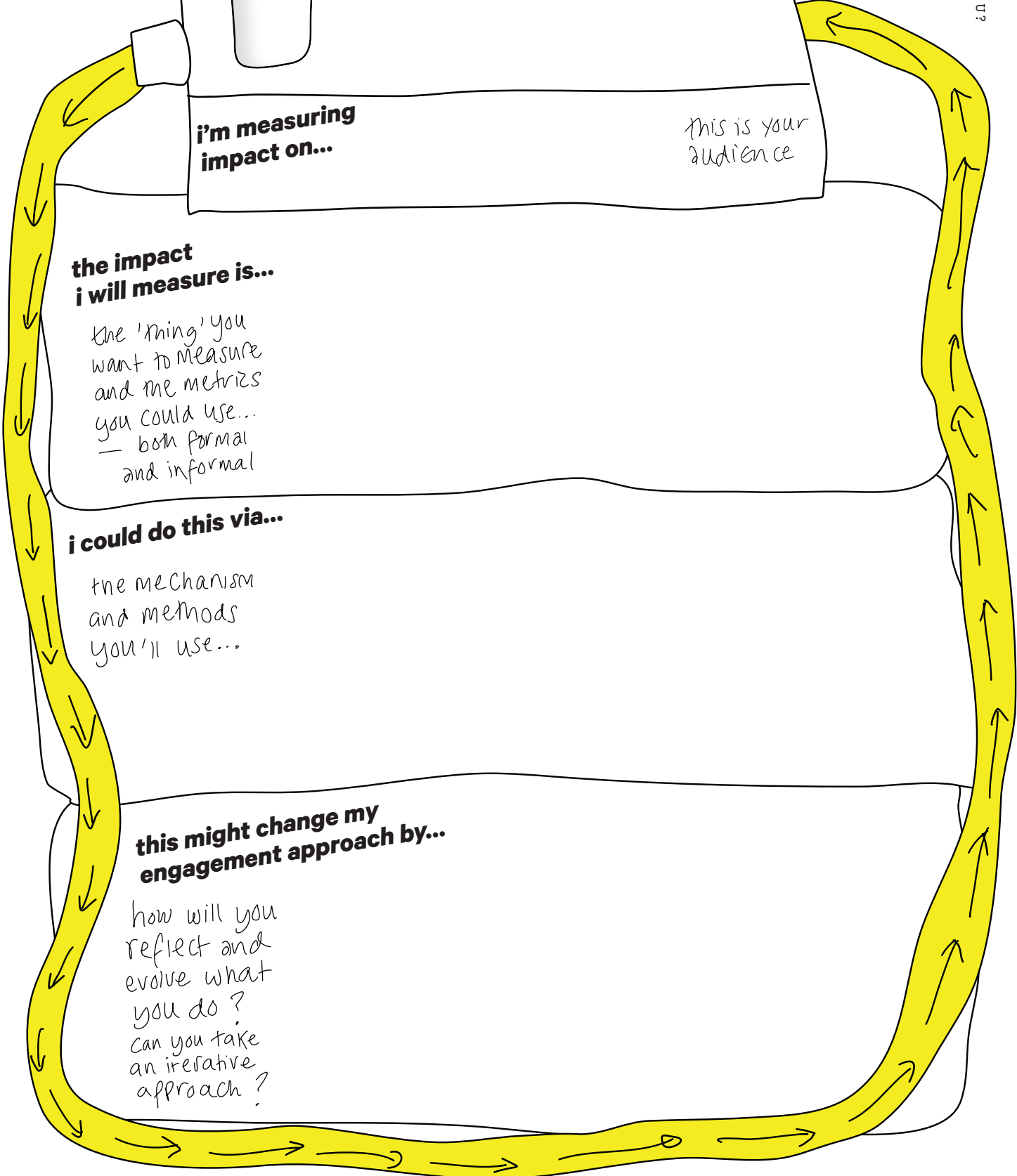
the 'thing' you want to measure and the metrics you could use...  
— both formal and informal

**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...**

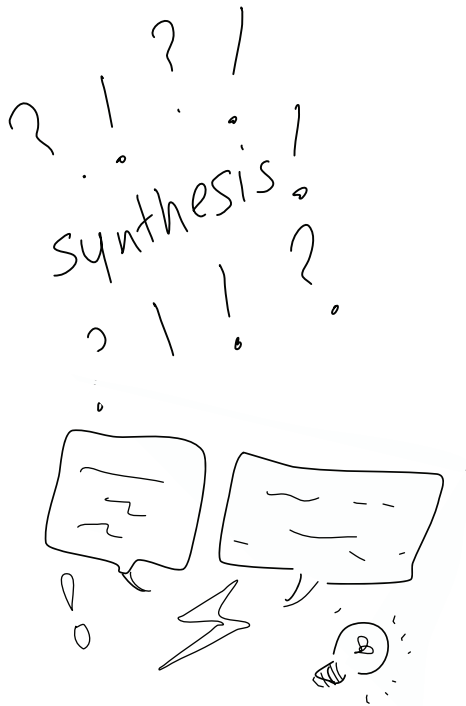
**i could do this via...**

**this might change my engagement approach by...**

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:

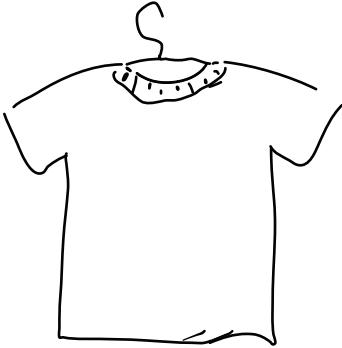
- What gaps exist and are there any clear weaknesses in the scope, design or team involved?
- Are there new partners or collaborators who would help strengthen this initiative?
- Are the mission and goals clear and can they be clearly evaluated or measured?
- Are the purpose, messages and audiences clear?



thoughts and notes

# 8

ready  
to wear



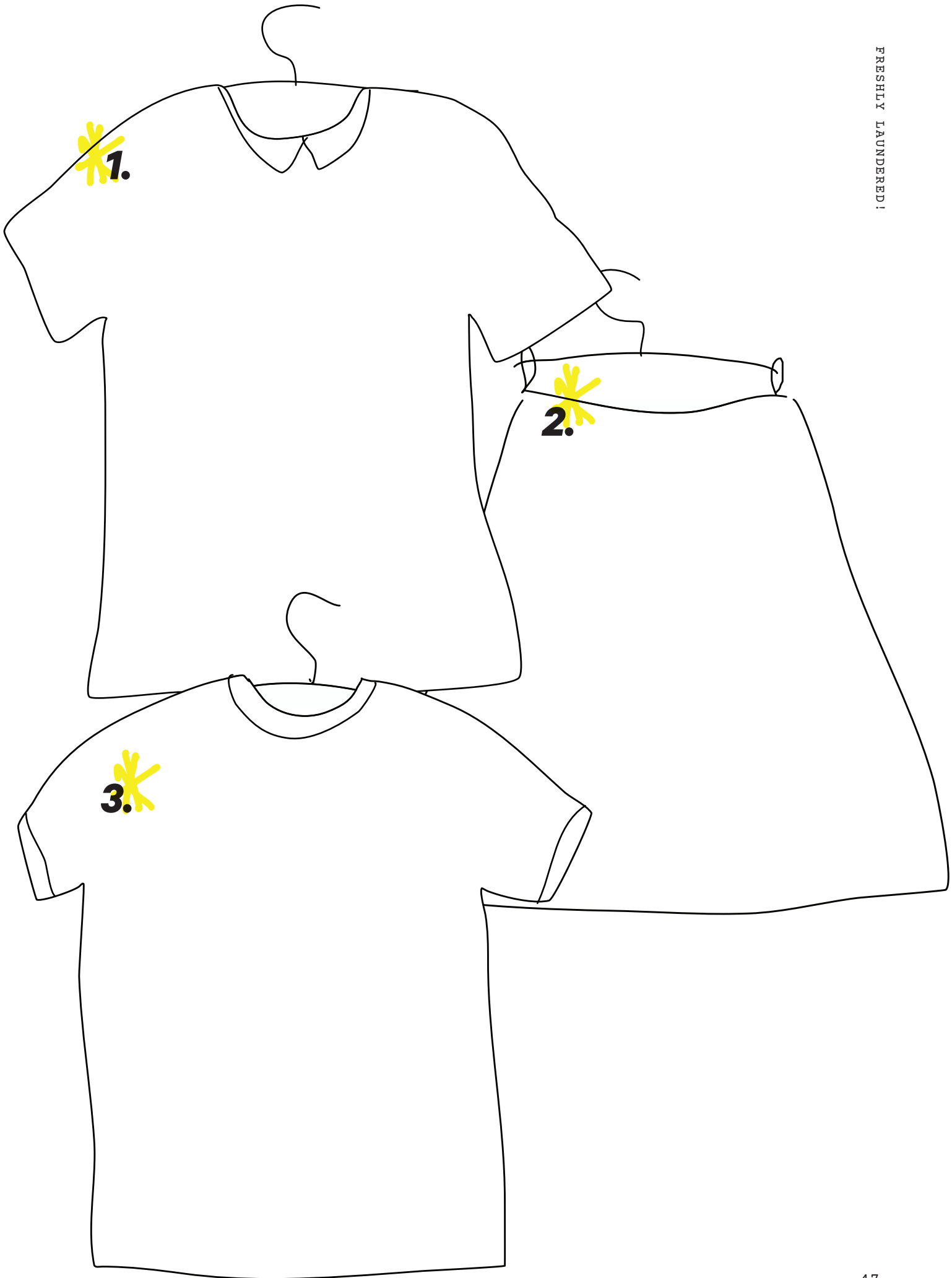
## freshly laundered!

### **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:



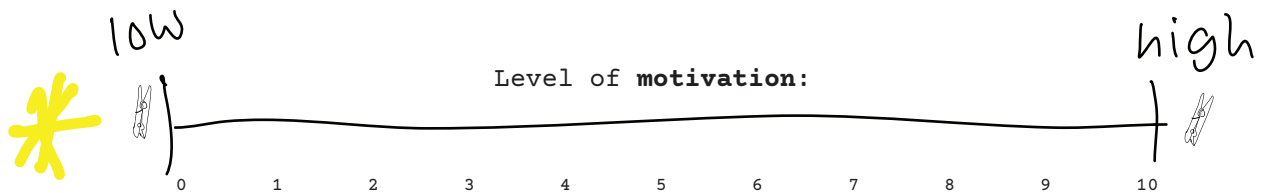
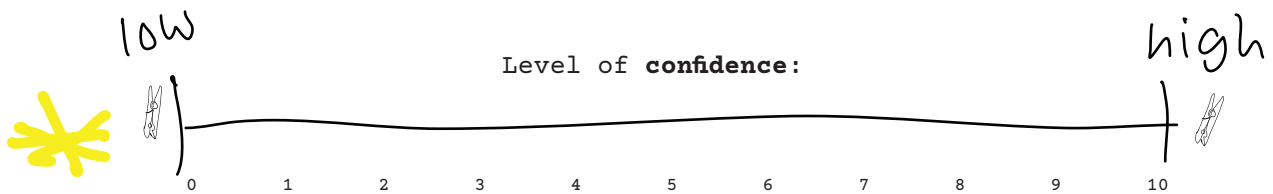
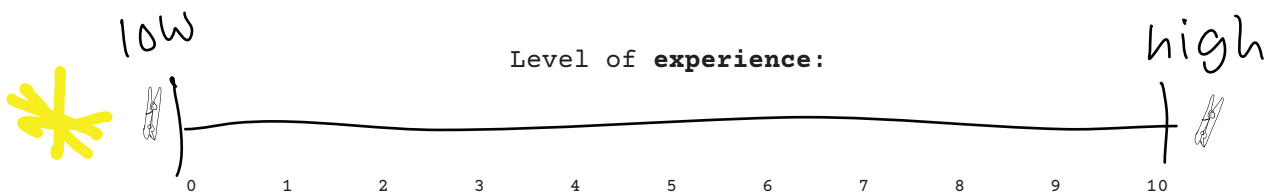
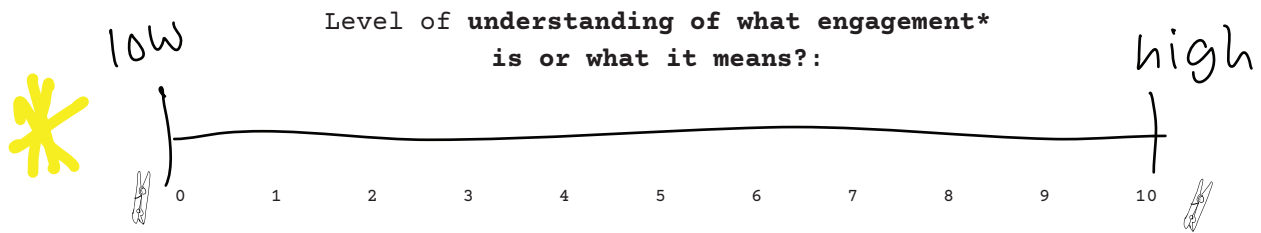
# 8


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!



 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!**



# 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](http://laundromat.makinggood.design/references)

American Association for the Advancement of Science (AAAS). (n.d.). Communicating to Engage. Retrieved 15 October 2018, from [aaas.org/resources/communication-toolkit](http://aaas.org/resources/communication-toolkit)

Bailey, J., Salmon, R., & Horst, M. (2022). The 'Engagement Incubator': Using design to stimulate reflexivity about public engagement with science. *Journal of Science Communication*, 21(04), A01. [doi.org/10.22323/2.21040201](https://doi.org/10.22323/2.21040201)

Blue, G. (2019). Science Communication Is Culture: Foregrounding Ritual in the Public Communication of Science. *Science Communication*, 41(2), 243-253. [doi.org/10.1177/1075547018816456](https://doi.org/10.1177/1075547018816456)

Bowater, L., & Yeoman, K. (2013). *Science communication: A practical guide for scientists*. Wiley.

Bucchi, M., & Trench, B. (2014). *Routledge Handbook of Public Communication of Science and Technology: Second edition*. Routledge. [doi.org/10.4324/9780203483794](https://doi.org/10.4324/9780203483794)

Canfield, K., & Menezes, S. (2020). *The State of Inclusive Science Communication: A Landscape Study*. Metcalf Institute, University of Rhode Island. [informalscience.org/state-inclusive-science-communication-landscape-study](http://informalscience.org/state-inclusive-science-communication-landscape-study)

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](https://doi.org/10.1177/1052562916668919)

Davies, S. R. (2013). Constituting Public Engagement: Meanings and Genealogies of PEST in Two U.K. Studies. *Science Communication*, 35(6), 687-707. [doi.org/10.1177/1075547013478203](https://doi.org/10.1177/1075547013478203)

Davies, S. R., & Horst, M. (2016). *Science communication: Culture, identity and citizenship*. Palgrave Macmillan.

Davies, S. R., & Felt, U. (Eds.). (2020). *Exploring science communication*. SAGE Publications.

Dawson, E. (2019). *Equity, Exclusion and Everyday Science Learning: The Experiences of Minoritised Groups* (1st edition). Routledge.

Horst, M. (2008). In Search of Dialogue: Staging Science Communication in Consensus Conferences. In D. Cheng, M. Claessens, T. Gascoigne, J. Metcalfe, B. Schiele, & S. Shi (Eds.), *Communicating Science in Social Contexts: New models, new practices* (pp. 259-274). Springer Netherlands. [doi.org/10.1007/978-1-4020-8598-7\\_15](https://doi.org/10.1007/978-1-4020-8598-7_15)

Horst, M. (2011). Taking Our Own Medicine: On an Experiment in Science Communication. *Science and Engineering Ethics*, 17(4), 801-815. [doi.org/10.1007/s11948-011-9306-y](https://doi.org/10.1007/s11948-011-9306-y)

Horst, M. (2013). A Field of Expertise, the Organization, or Science Itself? Scientists' Perception of Representing Research in Public Communication. *Science Communication*, 35(6). [doi.org/10.1177/1075547013487513](https://doi.org/10.1177/1075547013487513)

Horst, M., Davies, S. R., & Irwin, A. (2017). Reframing Science Communication. In *The Handbook of Science and Technology Studies* (Fourth Edition, pp. 881-907). The MIT Press.

Irwin, A. (2014). Risk, science and public communication: Third-order thinking about scientific culture. In *Routledge Handbook of Public Communication of Science and Technology: Second edition* (pp. 160-172). Routledge. [doi.org/10.4324/9780203483794](https://doi.org/10.4324/9780203483794)

Nisbet, M. C., & Markowitz, E. (2015). *Public Engagement Research and Major Approaches* [Commissioned annotated bibliography]. Leshner Leadership Institute, American Association for the Advancement of Science. [aaas.org/sites/default/files/content\\_files/Biblio\\_PublicEngagement\\_FINAL11.25.15.pdf](http://aaas.org/sites/default/files/content_files/Biblio_PublicEngagement_FINAL11.25.15.pdf)

Palmer, S. E., & Schibeci, R. A. (2014). What conceptions of science communication are espoused by science research funding bodies? *Public Understanding of Science*, 23(5), 511-527. [doi.org/10.1177/0963662512455295](https://doi.org/10.1177/0963662512455295)

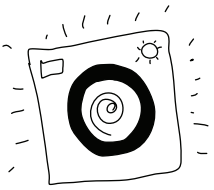
Riedlinger, M., Broks, P., Massarani, L., Leach, J., Lewenstein, B. V., Schiele, B., & Gascoigne, T. (2020). *Communicating Science: A Global Perspective*. ANU Press. [doi.org/10.22459/CS.2020](https://doi.org/10.22459/CS.2020)

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. [doi.org/10.1017/S0032247418000608](https://doi.org/10.1017/S0032247418000608)

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](https://doi.org/10.1007/s13412-015-0274-4)

Stocklmayer, S. (2013). Engagement with Science: Models of Science Communication. In *Communication and engagement with science and technology: Issues and dilemmas: A reader in science communication* (pp. 19-38). Routledge.

Trench, B. (2008). Towards an Analytical Framework of Science Communication Models. In *Communicating Science in Social Contexts* (pp. 119-135). Springer, Dordrecht. [doi.org/10.1007/978-1-4020-8598-7\\_7](https://doi.org/10.1007/978-1-4020-8598-7_7)



# thoughts and notes

LEFT INTENTIONALLY  
BLANK FOR YOUR  
MUSINGS

**Check out the full set  
of laundromat resources at  
[laundromat.makinggood.design](http://laundromat.makinggood.design)**

