Science Live US workshop
Sunday, May 31, 2015

Schedule at-a-glance

10:00 – 10:30	Introductory thoughts, and instructions for the day	(all participants)
10:30 – 11:15	Science Live focus groups	(pre-assigned groups)
11:30 – 12:30	"Birds of a feather" break out groups	(pre-assigned groups)
12:30 – 1:30	Catered lunch: three short individual assignments	
1:30 – 2:00	Introduction and instructions for afternoon conversations	(all participants)
2:00 – 3:30	"Area of interest" conversations	(select own groups)

- 2:00 – 2:25 conversation block A
- 2:30 – 2:55 conversation block B
- 3:00 – 3:25 conversation block C

3:45 – 4:30	Toward a healthy public science events sector	(pre-assigned groups)
4:30 – 5:00pm	Reconvene and wrap up	(all participants)

Annotated schedule and participant list enclosed

Funding for Science Live provided by:

US workshop venue provided by:

Annotated workshop schedule

10:30 – 11:15 Science Live focus groups

Find your group:
These groups were pre-assigned to ensure an even distribution of geography and event format. Please see the participant list for your assigned group number, and proceed to the conversation space with the same number.

Audio recording:
Please make sure audio recording is started, and announce the name of the group at the beginning. If you would prefer not to be recorded, please switch to Group 1, for which recording is optional.

For reference during the focus groups:
In the course of conversation the focus group leader will mention the following list of potential areas of research:

- Definitions and champions to connect the field
- The potential for science learning
- Evaluation methods for overall impact of events
- Upskilling the community with research and practice connections
- Impact of setting and format style
- Impact of scale and duration
- Audience characteristics and preferences
- Impact of regularity and traditions in events
- Impact of community networks and collaborators

The focus group leader will also mention the following list of programs that may or may not be categorized as live science events:

- Science festival
- Segment in a general (art/music/lifestyle) festival
- Science café
- Dialogue discussions e.g. Science Wise
- Events at museums and science centres
- Events at universities or learned institutions
- Events in or for schools
- Events in the community
- Immersive theatre
- Science art/stage theatre events
- Stand-alone interactive exhibits
- Science busking
- Science comedy or pub events
- Live online / broadcast event, e.g. Stargazing Live or I'm a Scientist, Get me out of here!

11:30 – 12:30 "Birds of a feather" break out groups

Find your group:
These groups were pre-assigned to ensure an adequate number of representatives involved in each event type are present in a group. Please see the participant list for your assigned "birds of a feather" group. Many participants are involved in many different event types: switch if you must!

This session is divided into six conversations comprised of the following categories:

- Research   (research and evaluation pertinent to live events)
- Just add science   (pop-up science or science by stealth)
- Dialogue events   (mutually informing exchange a primary goal)
- Free-standing stage shows (both scripted and unscripted)
- Museum-based events   (either in or out of the facility, but under the musem's brand)
- Collaborative festivals   (multi-faceted collaborative celebrations)

Audio recording:
Please make sure audio recording is started, and announce the name of the group at the beginning. If you would prefer not to be recorded, please switch to the Museums Group, for which recording is optional.

The conversations:
These are leaderless conversations. Enjoy whatever conversation topics you find most useful. Just in case, here are some possible conversation prompts to get you off to a good start (these prompts may not be applicable to the research group):

- Can you quickly characterize the features that unite events in this category?
- Is there strong network support for practitioners working specifically on events in this category?
    - If not, how could practitioners benefit most immediately from network support specific to this category?
    - If so, what opportunities are there to advance the category even further through specific network initiatives or broader reach?
    - Are there practitioners involved in activity that fits this category that are unaware of others doing similar work?
    - What efforts would significantly diversify both the practitioners and audiences involved in this category?
- Are there certain dynamics of science learning this category brings to the forefront for examination?
- What potential research or evaluation questions are most pertinent to this category?

12:30 – 1:30 Individual assignments

Enjoy lunch, take a break! Three things you may want to do during lunch:
- By 1:00: Add potential new areas of interest and topics you would like to see a project like Science Live address using the space provided. Suggestions may be used to create new groups for the afternoon.
- By 1:30: Consider what afternoon conversations you'd like to participate in using the materials in this program and the workshop postings.
- At any time: Recommend people and projects that should be contacted as future participants by posting noted in the spaces provided. The more on the fringe of science communication the better!

Annotated workshop schedule

2:00 – 3:30 "Areas of interest" conversations

Find your group:
Participate in whichever groups you choose, using the chart below. Stay in one spot or move every half-hour. You will likely find that conversations in one space flow into each other, but feel free to move to another space to continue a specific conversation past the :25 minutes allotted (there may even be open spaces with audio recorders).

Audio recording:
Please make sure audio recording is started, and announce the name of the group at the beginning. If you would prefer not to be recorded, please state as much at the beginning of the group to end audio recording.

The conversations:
Conversation topics are described further on the next page. Some general conversation prompts:

- Is this topic described well? Does it conflate too many issues? Is it substantial enough to be worthy of further effort? What may be particularly exciting about it? Are there questions not asked in the short description of a topic that are of interest?
- Are there existing research, projects, or individuals, pertinent to the topic worth considering or following up with?
- How should this project or the greater community begin to address this topic? If possible, start to answer questions it raises right now in conversation.

Conversation space 1		Conversation space 4	
2:00 – 2:25	Evaluation methods for events	2:00 – 2:25	The potential of collaboration
2:30 – 2:55	Evaluation methods for events	2:30 – 2:55	Activation of community gatekeepers
3:00 – 3:25	Evaluation methods for events	3:00 – 3:25	Implications of institutional backing

Conversation space 2		Conversation space 5	
2:00 – 2:25	The importance of age	2:00 – 2:25	Integrating events: science learning
2:30 – 2:55	Audience characteristics/preferences	2:30 – 2:55	Importing knowledge and practice
3:00 – 3:25	Audience characteristics/preferences	3:00 – 3:25	Connecting research and practice

Conversation space 3		Conversation space 6	
2:00 – 2:25	The importance of setting	2:00 – 2:25	
2:30 – 2:55	The importance of duration	2:30 – 2:55	
3:00 – 3:25	The importance of repetition	3:00 – 3:25	

Science Live potential areas of interest

Science Live began by collecting an inventory of potentially fruitful areas for future investigation. Some of these areas of interest—though not yet in the form of strict research questions—are offered here.

Evaluation methods for events: Are the evaluation methods most commonly used the most appropriate? How do we overcome the limits to evaluation caused by the inherent variability of even regular event series? Do events present special opportunities for innovation in evaluation?

Audience characteristics and preferences: How do target audiences react differently to the same messages, and is the "message" of an event inextricable from decisions made in event production? How do practitioners form an idea of their target audience, and how does that shape the overall outcome of an event?

The importance of setting: Events can be planned for any venue, and these bespoke offerings resonate with target audiences. Are some settings so important that they produce impacts that cannot be replicated elsewhere? What qualities of a venue change the outcomes of an event?

The importance of scale and duration: Events can range from intimate conversations to gatherings in the tens of thousands, and public experiences at events range in duration from fleeting to a full day. What impacts come to the forefront only at certain scales or durations?

The importance of age: Events can be calibrated to serve a narrow or broad age range, or multiple specific age groups. Are certain combinations particularly potent? How can successful adult events best adapt to create similar experiences for youth?

The importance of repetition: Regularity of an event series may have an effect on how an activity is perceived by the public. At what point does an event series become a tradition, and does that shift translate into certain impacts?

Activation of community gatekeepers: From the spontaneous enthusiasm of wait staff during a science cafe, to the deliberate inclusion of a leader in a neighborhood celebration, events often prompt gatekeepers to become science allies. In what scenarios is this effect most meaningful?

The potential of collaboration: Many events rely upon collaboration with a wide range of partners. How deeply can this spirit of collaboration be embedded? How can events serve as a lever for sustained involvement by organisations not normally associated with science?

The integration of events into science learning: Evaluations show that a proportion of audiences in certain science events go on to pursue other learning opportunities as a result of their participation. What practices are the most likely to encourage such follow up behavior?

Importing knowledge and practice: Practitioners may initiate events for reasons that fall outside of conventional science learning impacts. What frameworks about learning are practitioners instinctively employing? What other domains of knowledge can inform our understanding?

The implications of institutional backing: This sector ranges from multi-million dollar initiatives to zero-budget activity. Is it possible that in some scenarios activity originating from independent volunteers is actually more effective?

Incentives for connecting research and practice: Most funding sources do not demand that activity be justified with research. What are reasonable expectations for intertwining research and practice in this sector, and what will incentivise such connections?

3:45 – 4:30 Toward a healthy public science events sector

Find your group:
Return to the original groups from the first session (see the participant list for your assigned group number). Switch if you must.

Audio recording:
Please make sure audio recording is started, and announce the name of the group at the beginning. If you would prefer not to be recorded, please switch to Group 6, for which recording is optional.

The conversations:
Some possible conversation prompts:

- How can we best use a project like Science Live to bridge our many interests, geographies, and existing networks?
- What key facts could we establish about live public science events in general that would convey the role they play in the larger science communication ecosystem?
- What pitfalls should we be wary of as we work to firmly establish the value and legitimacy of events as a distinct sector?

Attendee list with group designations

	Birds of a Feather Group	Focus Group
Amanda Tyndall	Collaborative Festivals	6
Andrea Poet	Free-standing stage shows	5
Ann Grand	Dialogue Events	4
Annette Smith	Research	6
Ben Lillie	Free-standing stage shows	6
Ben Wiehe		
Brindha Muniappan	Museum-based Events	5
Bruce Lewenstein	Research	4
Cat Aboudara	Museum-based Events	1
Chris Duffy	Free-standing stage shows	2
Chris McCreery	Collaborative Festivals	3
Cody Kangas	Just Add Science	1
Colleen Manning	Research	5
Dane Comerford		1
Darcy Gentleman	Free-standing stage shows	3
David Cunnah	Collaborative Festivals	2
Debra Wise	Free-standing stage shows	1
Denise Young	Museum-based Events	5
Ellen Dowell	Just Add Science	2
Eve Klein	Museum-based Events	2
Faith Dukes	Museum-based Events	1
Gerri Trooskin	Museum-based Events	3
Gina Shatteman	Research	5
Holly Truit	Just Add Science	4
Howard Rutherford	Dialogue Events	2
Ivvet Mondinou	Collaborative Festivals	3
Jamie Bell	Research	2
Jeanne Braha	Dialogue Events	6
Jessica Sickler	Research	3
John Durant	Research	3
Jordan Rose	Collaborative Festivals	3
Julie Fooshee		2
Karen Peterman	Research	6
Katey Ahmann	Dialogue Events	1
Katherine Nielsen	Research	4
Kathleen Szczepaniak	Collaborative Festivals	5
Kevin Boatright	Collaborative Festivals	6
Kishore Hari	Dialogue Events	1
Laura Diederick	Collaborative Festivals	4
Mark Rosin	Just Add Science	3

Attendee list with group designations

	Birds of a Feather Group	Focus Group
Mary Anne Moser	Collaborative Festivals	5
Meisa Salaita	Free-standing stage shows	5
Michelle Hall	Dialogue Events	3
Mike Mayhew	Research	4
Monae Verbeke	Research	1
PA d'Arbeloff	Collaborative Festivals	2
Rabiah Mayas	Museum-based Events	6
Rachel Pendergrass	Just Add Science	4
Rachel Winheld	Just Add Science	6
Rebecca Jones	Dialogue Events	5
Renee Leone	Collaborative Festivals	1
Savita Custead	Collaborative Festivals	4
Sung Kim	Free-standing stage shows	4
Yvonne Tsai	Collaborative Festivals	2