

The 2014 ASDC National Conference Pecha Kucha Speakers

	Name	Biography	Title	Abstract
1	<p>Andy Lloyd Head of Special Projects Centre for Life</p> <p>Professor Greta Defeyter Professor and Director of Business and Employer Engagement Northumbria University</p>	<p>Andy oversees new exhibitions and informal science learning research at Life. He is co-developer of the new MSc programme in Public Engagement with Science launched by Life and Northumbria University. He has worked in science communication for 20 years and is a fellow of the Noyce and Clore leadership programmes.</p>	Invisible Obstacles	<p>Andy develops interactive exhibits and activities. Along the way he reads a lot of research papers and meets a lot of experts. In talking to Greta we realised that her findings had huge implications for our field. It turns out that we unintentionally stop people from being able to succeed with our exhibits by the way we set them up. Even worse, the effect is most pronounced with children from the most disadvantaged backgrounds. The solution could be simple.</p>
2	<p>Susan Meikleham</p> <p>Science Education Coordinator</p> <p>Glasgow Science Centre</p>	<p>Susan has held various roles within Glasgow Science Centre from frontline delivery to development and management. She works closely with local education authorities, and the UK Science Centres to ensure that GSC continues to support the Scottish Curriculum for Excellence and provides a hub for excellence in science communication.</p>	Science Careers: The Missing Link	<p>For years we have had ‘raising awareness of science careers’ in our objectives but what are we really doing about it? We have teamed up with Skills Development Scotland to give careers guidance the science centre treatment. The result is (we think) unique: an interactive exhibition for teenagers bringing STEM careers alive. This presentation is set in the context of recent reports on science learning, asking are we:</p> <ul style="list-style-type: none"> • Embedding STEM careers awareness in science education? • Busting the ‘brainy’ image of science careers?
3	<p>Ahmed Salim</p> <p>Producer & Director</p> <p>1001 Inventions</p>	<p>Ahmed Salim is Producer and Director of the UK based ‘1001 Inventions’, a leading and award-winning international science and cultural heritage organisation engaging over 100 million people worldwide. Working with an international network of partners and academics, he has led 1001 Inventions science exhibitions and educational campaigns since 2006.</p>	Journeys to the Past to Promote Inclusiveness for a Better Future	<p>1001 Inventions attracted 400,000 visitors to its award-winning exhibit at the London Science Museum in 2010, of which two-thirds represented underserved audiences most of whom had never visited science museums before. Such success encouraged 1001 Inventions to replicate its multi-channel community engagement strategies at international Science Centres engaging over 100 million people. Based on experience, the presentation will highlight best practices to effectively engage, positively impact and inspire under-represented Asian, Arab and Muslim communities through scientific and cultural transmedia initiatives.</p>

4	Olympia Brown Science Learning Manager Royal Institution	Olympia is the Science Learning Manager at the RI. Her main responsibility is the CHRISTMAS LECTURES, which have been inspiring audiences since 1826. She is also responsible for the Ri's family events and demonstration shows. She once held the record for the world's largest whoopee cushion, before somebody made a bigger one.	ExpeRimental: science at home for everyone	Many people who look after children are reluctant to try science activities at home. The Ri's new digital project 'ExpeRimental' targets this group, encouraging them to become science communicators by showing them the questions to ask and behaviour to adopt when doing simple science activities together. But reaching and empowering this new audience is tricky. Olympia will share the various methods that the Ri is trying to reach these groups.
5	Jo Bryant Community Engagement and Volunteer Manager At-Bristol Science Centre	Jo has worked on a variety of community based projects within At-Bristol as well as developing ongoing initiatives including the <i>Community Membership Scheme</i> and regular <i>Community Open</i> events. She supports community outreach activities such as pop-up taster sessions at local festivals and hospital outreach and has successfully engaged the local community through At-Bristol's <i>Volunteer Programme</i> , with volunteers contributing 7,000 hours a year. In previous roles, Jo has worked with young people at risk of exclusion and delivered international community exchanges for the VSO/British Council funded <i>Global Xchange</i> programme.	Learning together with Prisoner families	In 2012 Children in Need funded us to work with Fathers serving prison sentences. During rare contact with their children at Family days run by the prison, we provided activities and staff to build confidence and facilitate family learning. Government cuts curtailed these Family days unexpectedly. With access to this audience removed we had to devise a new model to engage with these families. Early indicators suggest we have discovered a simple model that could work for other underserved audiences.
6	Stephen Pizzey Director Science Projects/Observatory Science Centre	Stephen Pizzey is founder and director of Science Projects which runs the Observatory Science Centre in Herstmonceux and has its exhibit production workshop in London. After leaving the Science Museum, London, he had the honour and delight of working with Professor Richard Gregory to establish the Exploratory in Bristol.	The multi-tech centre	Originally developed as an idea for Africa, I realise we need it here, but could it work? The scheme is to create a community comprising: - A hands-on science centre and forum - A skills training unit - A resource centre for medical outreach programs with a clinic. The skills training unit would provide exhibits for the exhibitions and the science centre would develop outreach programmes for the clinic. Each would trade with the outside world.

7	<p>Jack Abramsky</p> <p>Director</p> <p>MathsWorld UK</p>	<p>Dr Jack Abramsky is a Director of MathsWorldUK. He has a wide background in teaching, fundamental and educational research, training and policy development. Through the Qualifications and Curriculum Authority (QCA) and latterly as a member of the Advisory Committee on Mathematics Education (ACME) he has been involved in many national developments to do with mathematics education, specifically on the Curriculum and qualifications.</p> <p>From 2002 to 2004 he worked closely with Professor Sir Adrian Smith on his Inquiry into Post-14 Mathematics Education. At QCA he was responsible for important publications related to mathematics, and was also associated with a number of seminal reports published by ACME.</p> <p>He is a member of the Cambridge Assessment Mathematics Consultative Forum.</p>	<p>Mathematics for the Nation</p>	<p>The UK is lagging behind many other countries in not having a dedicated museum of mathematics. MathsWorldUK is working towards establishing the first National Mathematics Exploratorium, which will be the natural focus to experience the full joy, wonder and power of mathematics in a hands-on interactive environment; a place to meet with friends, engage with mathematical puzzles and stimulating exhibits and a place to discuss mathematics over a cup of coffee or glass of wine.</p>
8	<p>Jo Lewis</p> <p>Public Engagement Development Manager</p> <p>STFC</p>	<p>Working across STFC's public engagement programme, I am researching ways that we can use good quality public engagement to better reach new audiences. I have an MSc in Science Communication and nearly ten years' experience of inspiring schools and the public with science in museums, charities and the public sector.</p>	<p>Barriers to inclusion: tear them down, or help people climb over them?</p>	<p>Barriers to inclusion are numerous, broad and wide-reaching. Are we succeeding if our events only reach those already interested in science? Should we focus on those who have never engaged before? What if one of our measures of engagement is a willingness to come back and attend other events? What if the very message we are trying to convey attracts or deters people based on gender, ethnicity, scientific knowledge or age?</p>