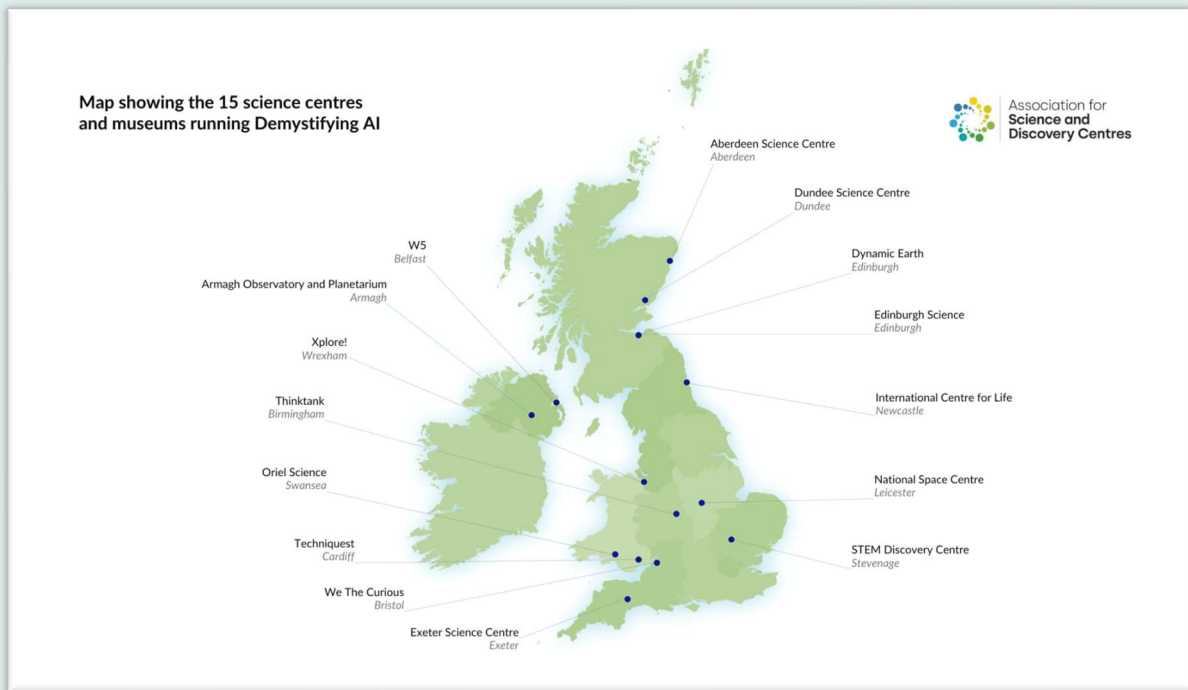


1<sup>st</sup> June 2026

# Evaluation Report

## Demystifying AI: from algorithms to everyday life



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# Introduction

Demystifying AI: from algorithms to everyday life was a national science engagement programme created by the Association of Science and Discovery Centres (ASDC) to support young people, families, schools and communities to understand AI in everyday life. To highlight careers in AI and to platform regional diversity through both in person and online engagements. It was funded by UK Research and Innovation (UKRI) and overseen by the Science and Technology Facilities Council (STFC).

The projects, run by 15 UK's science centres and museums, delivered accessible, hands-on activities, discussions, digital experiences and experiments across the UK. From digital skills and coding, to chatbots and careers, this programme aimed to break down some of the complex ideas and technologies of AI, into meaningful, interactive experiences that share the UK's world leading research and innovation with school children, teachers, families and communities across the UK.

## Programme Goals

- To partner with 15 science and discovery centres to deliver a coordinated, national programme of accessible and captivating engagement activities that reach with breadth and depth across schools, public and community audiences.
- To promote the science, technology and future career opportunities linked with AI and the UKRI research councils, including the work of STFC and the National Labs.
- To achieve a collective reach of AI engagements of up to 50,000 children and adults during the project period.
- To collect postcode data of events and engagements, working with STFC to collate a dataset that better understands the collective geographical reach of this programme and, where possible, steer activity to previously identified 'cold spots' of engagement.
- To work with evidenced frameworks (1, 2) to investigate the following participant outcomes:
  - Understanding how AI works (including nurturing critical thinking skills)
  - Supporting agency and ownership with AI technologies
  - Building confidence
  - Broadening horizons (including AI and careers)
  - Perceived relevance of AI for the public benefit and for everyday life

<sup>1</sup> [STFC Public Engagement Evaluation Framework](#)

<sup>2</sup> [ASDC Valuing Inclusion Theory of Change](#)

# Participating Centres

15 Science and Discovery Centres across the UK delivered events and activities for Demystifying AI. Each centre was able to develop their own programme of delivery, which was coordinated by the ASDC freelance project manager and supported by the ASDC team.

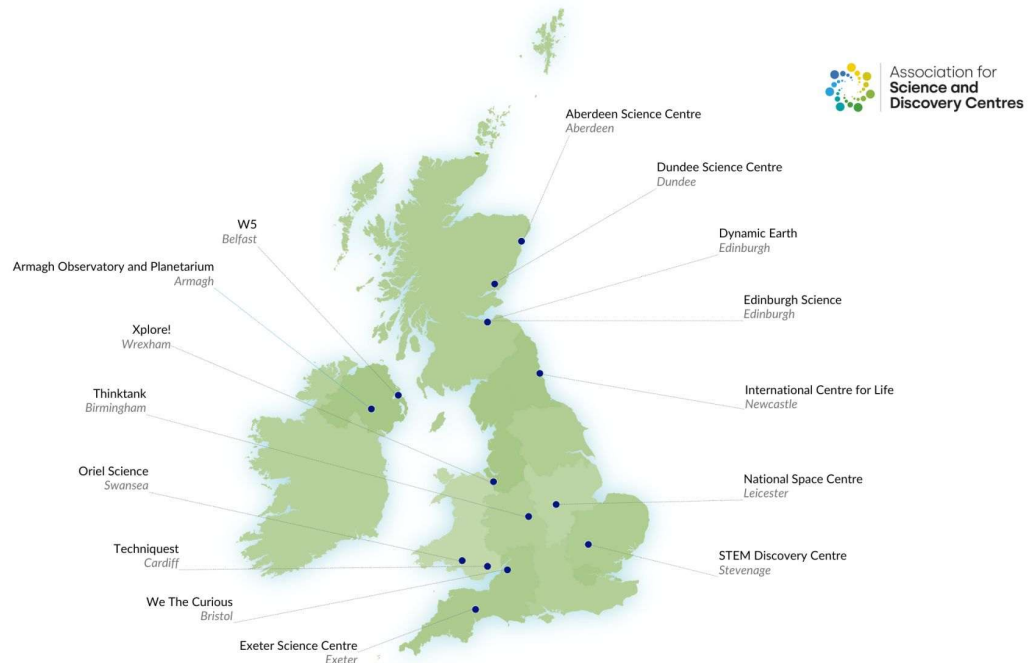


Figure 1: Map showing the 15 science centres and museums running Demystifying AI.

Science and Discovery Centre	Location
Aberdeen Science Centre	Aberdeen
Armagh Observatory and Planetarium	Armagh
Dundee Science Centre	Dundee
Dynamic Earth	Edinburgh
Edinburgh Science	Edinburgh
Exeter Science Centre	Exeter
International Centre for Life	Newcastle
National Space Centre	Leicester
Oriel Science	Swansea
STEM Discovery Centre	Stevenage
Techniquist	Cardiff
Thinktank	Birmingham
W5	Belfast
We the Curious	Bristol
Xplore! Science Discovery Centre	Wrexham

Table 1: List of the 15 science centres and museums participating in Demystifying AI.



## Programme Activities

Over the programme **1094 in-person events** were delivered resulting in **1966 hours of engagement**, with an **average dwell time of 25 minutes** at an activity.

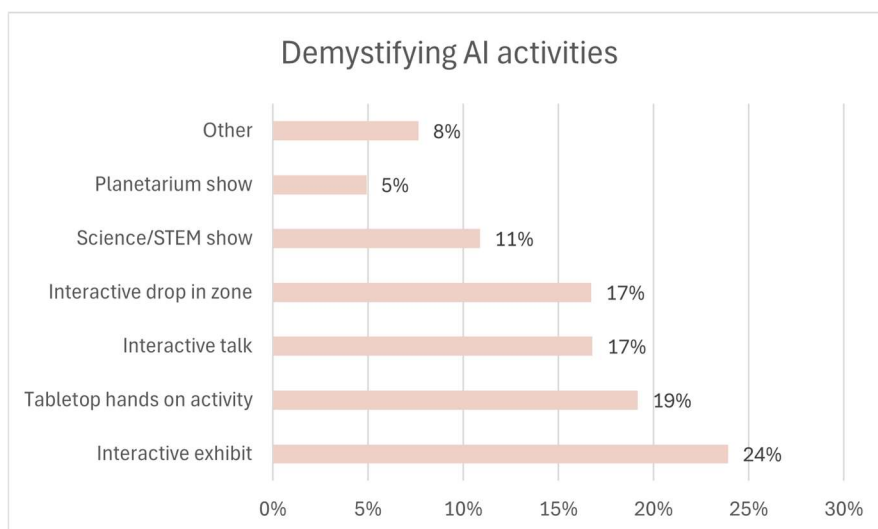


Figure 3: Demystifying AI activities by participant number.

## Accessible and captivating engagement activities

This programme goal was evaluated using the 'End of grant questionnaire' sent to all centres at the end of the project. As ASDC has the additional aim of 'meaningful activities' this was added to the evaluation. Centres were asked:

***How did you make your interactions 'captivating', 'meaningful' and 'accessible' for your chosen audiences?***

Centres wrote about using hands-on engagement, facilitated discussions, conversations and audience participation to keep their audiences **captivated** and engaged.

*'To make academically challenging content accessible and captivating, we prioritised hands-on interactivity.'*

*'We aimed to make the programme captivating by using playful, hands-on activities that encouraged curiosity, discussion, and teamwork between children and adults.'*

*'...including shout out activities and lots of audience questions and participations help ensure visitors are captivated and invested in the narrative of the talk.'*

Some centres also talked about using awe-inspiring and wow-moments to **captivate** their audiences.

*'...show was designed to be made captivating by creating an immersive, awe-inspiring space using imagery collected by cutting-edge telescopes...'*

*'The live show provided "wow" moments and fundamental hooks'*

When considering **meaningful** activities, centres reflected on the contexts they used for their activities including real-world scientific examples, connections to local research and researchers and different career paths.

*'We made the experience captivating and meaningful by combining hands-on interaction with real scientific case studies'*

*'Meaningful: We made local connections in our hands-on and livestream activities, including featuring local researchers.'*

*'The Careers Showcase was designed to be meaningful as every scientist that learners met during the event represents a different route into science that each participant could take.'*

Centres also wrote about allowing space for discussions and dialogue in their activities to enable **meaningful** engagement.

*'Meaningful engagement was supported by creating space for dialogue rather than one way information delivery.'*

*'Meaningful engagement was fostered through a dedicated reflection space and discussion zone. These areas, featuring comfortable seating and thought-provoking prompts, allowed visitors to process AI's societal impacts, away from the high-energy interactives.'*

In their answers on **accessibility**, centres focused on using mixed modes of engagement, layering their interactions to enable multiple entry points and using their highly trained science communicators and facilitators to make real-time adaptations to the content to suit different audiences.

*'The layered approach to interaction and interpretation ensured multiple entry points, supporting both accessibility and inclusion.'*

*'Activities were designed with multiple entry points and varying levels of challenge so that visitors could engage at a pace and depth that suited them.'*

*'...ensured that Communicators were confident in adapting their delivery in real time. Interactions were tailored to visitors' age, interest level and preferred depth of engagement, enabling playful, curiosity driven conversations for younger audiences alongside more in-depth discussions for adults and those with a stronger existing interest in digital technologies.'*

*'Presenters are experienced at adapting the show to the audience, including altering explanations for younger audiences.'*

A lot of consideration was given to making the activities **accessible**. Centres wrote about geographical, financial, physical and sensory access as well as adaptations they made for specific audiences.

*'We removed financial and geographic barriers by providing schools with bursaries for transport. We also shortened the show to 30 minutes, and the quiet reflection zones supported neurodivergent visitors ensuring the programme was inclusive.'*

*'By delivering sessions both in-centre and through community groups, we were able to reach audiences who may face barriers to visiting a science centre.'*

*'...we made sure to ask for any information about learning styles and behaviours so we could adapt our content to suit the needs of the participants. One way we did this was to provide fidget toys and a mix of activities that related to the content...'*

*'...our Relaxed Sunday sessions for neurodivergent visitors, with adaptations such as leaving the door open to make visitors feel more comfortable...'*

*‘The activity was also accessible for visually impaired visitors who could handle the replica dinosaur bone.’*

*‘The map includes a range of sensory elements and props to enhance engagement for both children and young people, including those with SEND.’*

*‘The map and cards were displayed on a low-level table in a brightly lit area of the venue, to ensure better visibility and access for younger children and wheelchair users.’*

# Reach

The goals of the programme were to: ‘**achieve a collective reach of AI engagements of up to 50,000 children and adults during the project period**’ and to: ‘**reach with breadth and depth across schools, public and community audiences**’. The final reach metrics are summarised on the infographic on page 16 and given below.

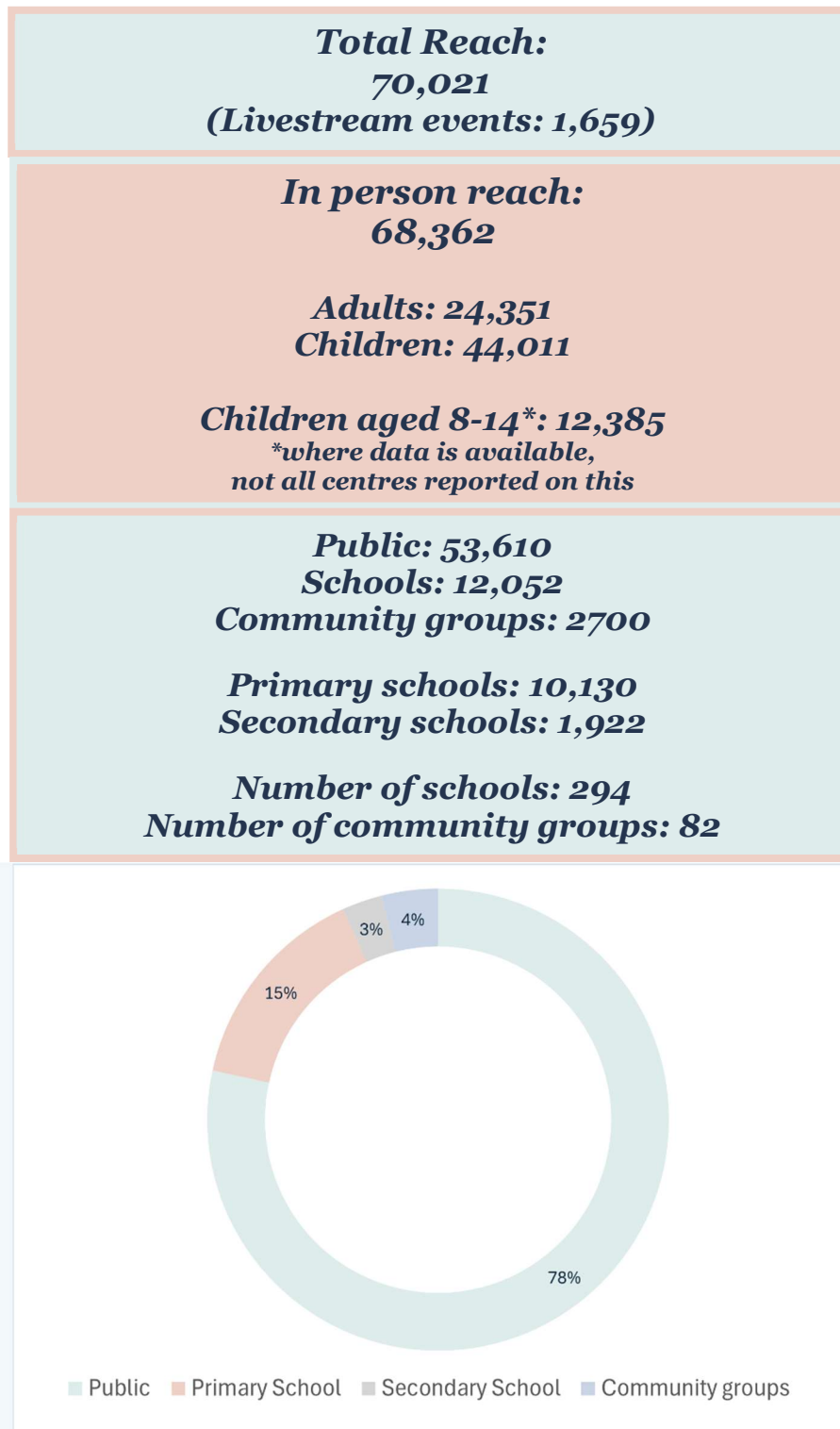


Figure 4: Demystifying AI participant type.

## Social media reach

The centres and ASDC made **112 posts on social media** platforms LinkedIn, Facebook, Instagram and TikTok. One centre also delivered **four livestream events** all streamed on YouTube, Facebook and LinkedIn. The social media and livestream metrics are given below along with a selection of comments.

**Number of posts:**  
**112**

**Views: 64,740**  
**Likes/reactions: 1,778**  
**Shares/reposts: 114**

**Number of livestream events:**  
**4**

**Views: 1659**  
**Likes/reactions: 67**  
**Shares/reposts: 21**

*‘This was a great stand, a very topical and important topic that will fuel family discussions for a long time yet.’*

*‘Great to see science centres and museums around the UK leading on these important conversations about AI, helping people of all ages to understand more about the way it's changing our lives.’*

*‘Absolutely brilliant exhibition - myself and my 3 children all enjoyed it and learnt lots at different levels 😊’*

*‘I don't think AI needs to be something that is accessible to the entire public.’*

*‘Currently we are presumably shaping AI's concept of morality - is there a worry that over time it could shape ours?!’*

*LLMs depend on training datasets. How can we protect society from risks caused by their use?*

# Postcodes

Postcodes were collected by centres to better understand the geographical reach of the Demystifying AI programme. Postcodes of venues, schools, community groups and contributing institutions (such as Universities or AI tech companies) were collected and are shown in the map below.



Figure 5: Demystifying AI programme postcode map.

# Connection to UKRI/STFC science, technology, careers, National Labs

A goal of the programme was ‘to promote the science, technology and future career opportunities linked with AI and the UKRI research councils, including the work of STFC and the National Labs’. In total **184 research or industry professionals** were involved in the programme and just over half of those (94) were identified as working on STFC or UKRI-relevant areas of science, research and innovation. They **contributed 1429 hours** to the project.

Of these professionals 34 filled in the reflection forms (see Appendix B for question set). A breakdown of their career stage and the areas of STFC/UKRI Science, Research and Innovation they included in their work on the project are shown in the graphs below.

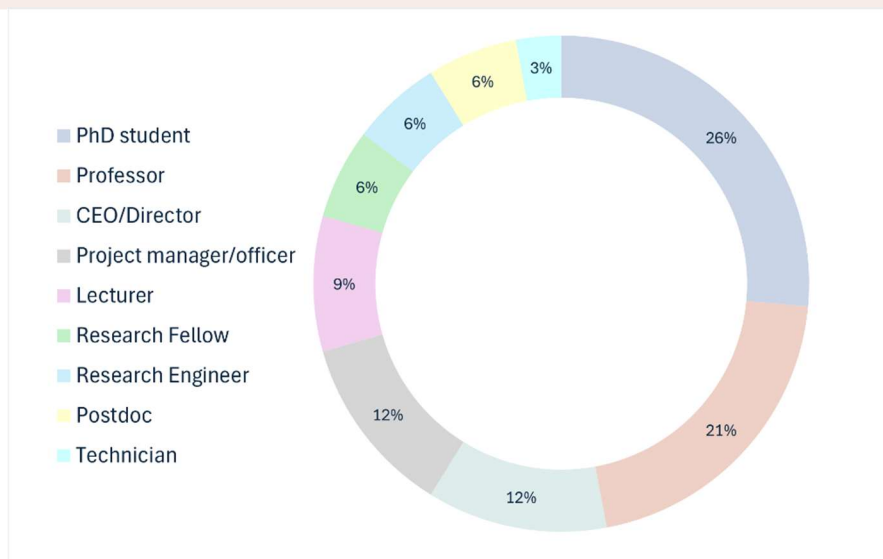


Figure 6: Researcher/industry professional career stage.

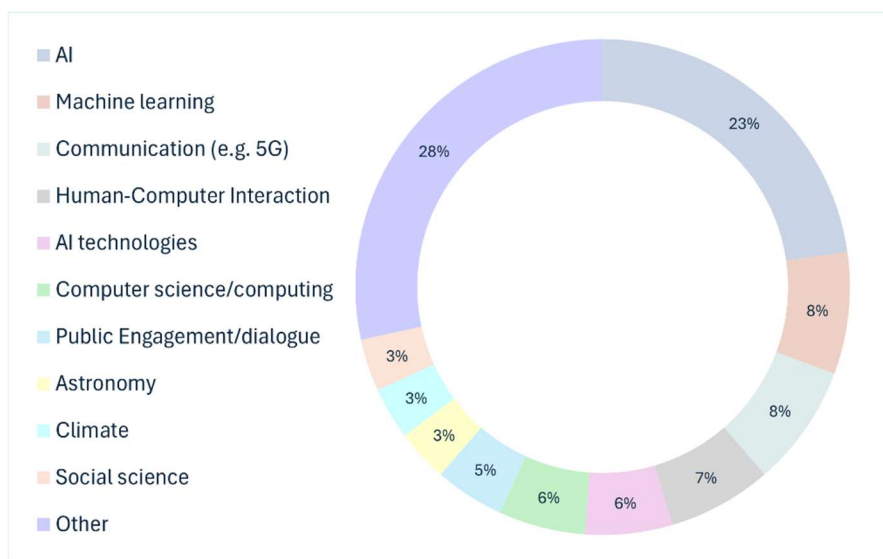


Figure 7: Areas of STFC/UKRI Science, Research and Innovation included by researcher/industry professionals in their activities.

Researchers/industry professionals could identify more than one subject area and in Figure 7, the 'other' category includes 19 subject areas: data science, engineering, maritime, renewable energy, robotics, water quality, astrophysics, defence/security, ecosystem science, graphics and visualization, health, image and vision computing, information systems, physical sciences, political science, satellite communications, seismology, smart cities, technology transfer.

The majority of those who filled in the reflection forms were involved in the delivery of Demystifying AI activities at the science and discovery centres. Just under a third (32%) were also involved in the development of activities.

*'Designed and deployed an AI powered robot as part of my computing science Dissertation. The robot was an emotive talking head that answered user's science questions, gave info about other exhibits and gave timetabling information.'*

*'I created an interactive experience called Story Dice to show mainly children the basics of prompt engineering.'*

Nine of the respondents also gave details of the career aspects they included in their contributions. They detailed how they spoke to participants about their careers, AI careers more generally and opportunities available at their institutions.

*'I spoke about the types of AI roles and supporting roles such as builders, environmental scientists, ethical roles etc.'*

*'The 'Meet the researchers' session was explicitly designed to give audiences a direct line to researchers and make AI careers feel more visible and achievable. The activities were also both designed and delivered to help build confidence and agency in using AI responsibly, rather than feeling "left behind".'*

*'Yes, informally for me. Some visitors asked questions about careers in AI, startups, software engineering, and machine learning during conversations at the event.'*

In their end of grant questionnaire several centres also reflected on the career aspects of their programmes.

*'Allstate had staff on site for a day where KS3 pupils had opportunities to participate in the Demystifying AI show and were on hand to talk to students about related tech career opportunities within their organisation...'*

*'Careers Showcase: Digital Innovation Zone hands-on activities and panel discussions, for scientists to discuss their career journeys and take questions from school learners...'*

*'The involvement of STEM Ambassadors also contributed to this impact by providing participants with direct access to professionals working in AI-related fields. This helped to broaden awareness of AI careers and made the subject more tangible and relevant.'*

# Demystifying AI Infographic



Figure 8: Final Demystifying AI programme metrics.

## Outcomes

One of the goals of the Demystifying AI programme was to investigate the five participant outcomes:

- 1) Understanding how AI works (including nurturing critical thinking skills)
- 2) Supporting agency and ownership with AI technologies
- 3) Building confidence
- 4) Broadening horizons (including AI and careers)
- 5) Perceived relevance of AI for the public benefit and for everyday life

This was done using pre-event questions to participants, post-event questions to participants, reflection forms and end of grant questionnaire.

### Outcome question sets

Due to the diverse range of activities the 15 centres were planning to deliver in the Demystifying AI programme, and to make the evaluation approach as flexible as possible, a set of three questions were written to evaluate each of the five outcomes. Centres were able to choose which outcomes they wanted to report against and which questions they would use for each outcome.

#### Understanding how AI works (including nurturing critical thinking skills)

I improved my own understanding of how AI works (5 centres)

I felt able to question and be critical about AI (5 centres)

I improved my own understanding of what AI is good at and what it is not so good at (4 centres)

#### Supporting agency and ownership with AI technologies

I feel I could use AI for my own needs (1 centre)

I feel able to make decisions about when to use AI and when not to (2 centres)

I felt confident I could contribute / share my ideas about AI (5 centres)

#### Building confidence

I feel more confident about using AI for myself (1 centre)

I feel more confident about when to trust AI (9 centres)

I feel more confident about spotting when AI has been used (1 centre)

#### Broadening horizons (including AI and careers)

I think AI will be useful to me in the future (6 centres)

I feel like working with AI could be an option for me (1 centre)

I would like to know more about careers involving AI (4 centres)

#### Perceived relevance of AI for the public benefit and for everyday life

AI feels relevant to me and the things I care about (2 centres)

I can see how AI could benefit my community/family (3 centres)

I can see how AI is used for the public benefit (8 centres)

## Pre-event questions

Three centres in three different nations asked pre-event questions on outcome 5: ‘Perceived relevance of AI for the public benefit and for everyday life’ and the results are shown in the table below.

	Strongly disagree	Disagree	Neither disagree of agree	Agree	Strongly agree
I can see how AI is used for the public benefit	56 14%	47 12%	118 29%	133 33%	52 13%
2 centres					
I can see how AI could benefit my community/family	349 23%	159 11%	174 12%	330 22%	483 32%
1 centre					
Total	405 21%	206 11%	292 15%	463 24%	535 28%
3 centres					

Table 2: Pre-event participant feedback n=1901.

This shows that while over half of participants (52%) agreed they could see the relevance of AI to the public benefit or their family/community, a significant proportion, 32% of people disagreed with these statements.

Two centres also asked participants: ‘What sources of information have influenced your opinion of AI?’ before their events, respondents could provide more than one answer, and the results are shown in the graph below.

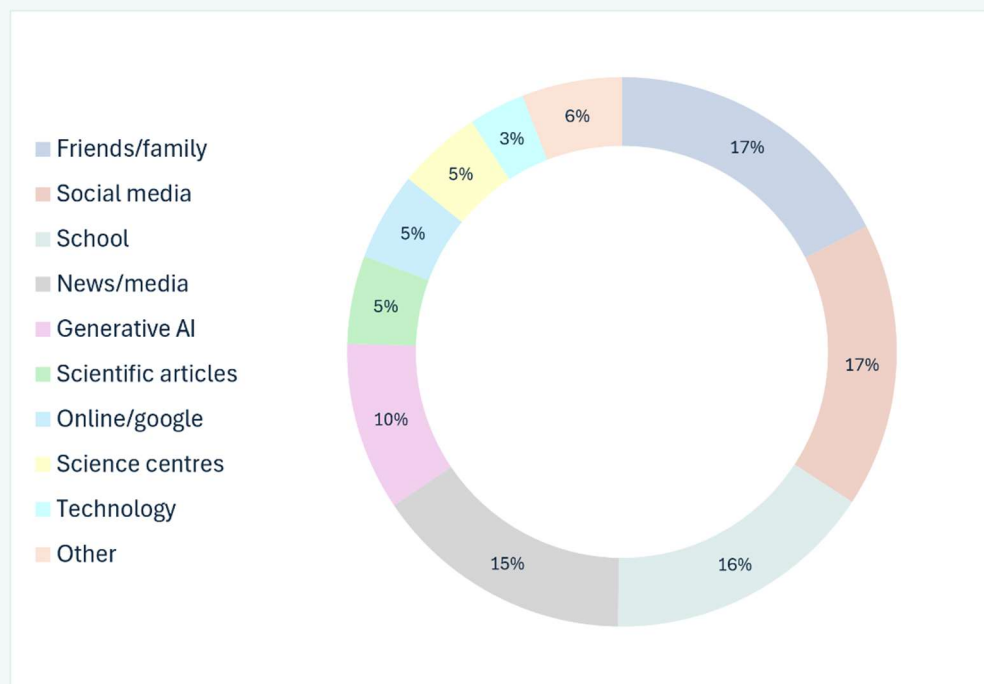


Figure 9: Responses to: what sources of information have influenced your opinion of AI? N=424.

## Post-event questions

Thirteen centres asked participants post-event questions, on the outcomes they selected at the start of the project.

### Outcome 1: Understanding how AI works (including nurturing critical thinking skills)

	Strongly disagree	Disagree	Neither disagree of agree	Agree	Strongly agree
a) I improved my own understanding of how AI works	48 6%	44 6%	124 16%	289 36%	292 37%
					5 centres
b) I felt able to question and be critical about AI	21 3%	25 4%	177 28%	245 39%	165 26%
					5 centres
c) I improved my own understanding of what AI is good at and what it is not so good at	22 3%	25 3%	172 20%	364 42%	289 33%
					4 centres
Total	91 4%	94 4%	473 21%	898 39%	746 32%
					14 centres

Table 3: Post-event participant feedback for outcome 1 n=2302.

All 13 centres asked questions for outcome 1, and one centre requested to ask two of the questions. For this outcome the majority of participants agreed that they improved their understanding of AI, the highest level of agreement being for statement c) at 75% and the lowest level of agreement being for statement b) at 65%. In the staff reflection forms, respondents were asked to give: ‘examples, evidence or your reflections on the relevant outcomes’. They reflected on how their activities helped their audiences understand AI and the different types more distinctly.

*‘I felt that during this workshop the participants began to see AI more clearly in relation to the technology they used before...’*

*‘...particularly during the sections on Bias and Hallucinations they were better able to understand AI's strengths and weaknesses.’*

*‘In the show, we make a point of differentiating between the smaller, more efficient AI used by astronomers and Open AI and I think people have found this eye opening - I feel that they assumed all AI is "massive" and untrustworthy.’*

## Outcome 2: Supporting agency and ownership with AI technologies

	Strongly disagree	Disagree	Neither disagree of agree	Agree	Strongly agree
a) I feel I could use AI for my own needs	1 1%	1 1%	13 15%	42 49%	29 34%
					1 centre
b) I feel able to make decisions about when to use AI and when not to	1 1%	4 4%	16 17%	38 41%	34 37%
					2 centres
c) I felt confident I could contribute / share my ideas about AI	47 6%	50 6%	153 18%	247 30%	332 40%
					5 centres
Total	49 5%	55 5%	182 18%	327 32%	395 39%
					8 centres

Table 4: Post-event participant feedback for outcome 2 n=1008.

Fewer centres asked the questions associated with outcome 2, so the sample size is less than half that of outcome 1. Again, the majority of participants agreed with the three statements connected to agency and ownership with AI technologies. The highest level of agreement being for statement a) at 83% and the lowest level of agreement being for statement c) at 70%.

It's interesting to note that the two lowest agreements for outcome 1 & 2 are 1b) – being able to question and be critical and 2c) confident to contribute/share ideas as they are asking respondents about their active participation in activities. Despite having the lowest levels of agreement they are still high at 1b) 65% and 2c) 70%.

Reflecting the lower uptake by centres on this outcome, only one respondent in the staff reflection forms mentioned observations related to outcome 2. They observed that young people seem to be more at ease with AI technologies.

*'Young people seemed to be comfortable in jumping onto AI trends and apps.'*

### Outcome 3: Building confidence

	Strongly disagree	Disagree	Neither disagree of agree	Agree	Strongly agree
a) I feel more confident about using AI for myself	10 23%	2 5%	12 27%	11 25%	9 20%
					1 centre
b) I feel more confident about when to trust AI	67 5%	144 8%	330 23%	498 35%	402 28%
					9 centres
c) I feel more confident about spotting when AI has been used	0 0%	0 0%	16 37%	14 33%	13 30%
					1 centres
Total	77 5%	116 8%	358 24%	523 35%	424 28%
					11 centres

Table 5: Post-event participant feedback for outcome 3 n=1498.

The data for this outcome is swamped by responses to statement b) as it was chosen by 9 out of the 11 centres reporting on this outcome. The agreement levels are lower for the building confidence outcome than the previous two: a) 45% (n=20), b) 63% (n=900) and c) 63% (n=27) agreement. Examining b) ‘I feel more confident about when to trust AI’ as the largest data set, disagreement is low (13%), agreement is high (64%), but just under a quarter of participants (23%) are neutral about when to trust AI.

In the staff reflection forms, respondents again reflected on the aptitude of young people – how they could better spot when AI had been used and how after some discussion, children’s confidence in using AI increased.

*‘The activity looking at whether images were real or AI generated was very successful and the children were more successful than the adults at getting the right answers.’*

*‘During an interaction with 2 children... After talking through each aspect, they changed the way they built their robot, suggesting they improved understanding and felt more confident in how they would want to use it.’*

## Outcome 4: Broadening horizons (including AI and careers)

	Strongly disagree	Disagree	Neither disagree of agree	Agree	Strongly agree
a) I think AI will be useful to me in the future	88 5%	100 6%	346 21%	523 32%	593 36%
					6 centres
b) I feel like working with AI could be an option for me	3 4%	11 14%	14 18%	20 26%	30 38%
					1 centre
c) I would like to know more about careers involving AI	21 12%	16 9%	35 20%	60 35%	39 23%
					4 centres
Total	112 6%	127 7%	395 21%	603 32%	662 35%
					11 centres

Table 6: Post-event participant feedback for outcome 4 n=1899.

The data for this outcome is also dominated by one statement, in this case a) ‘I think AI will be useful to me in the future’ with 87% of the data. This statement had the highest agreement (68%) with 21% neutral. The lowest agreement 58% is with statement c).

The staff reflections on this outcome focused on their careers events and those delivered with researchers and industry professionals.

*‘Following the Careers Showcase one of the schools made ebooks about their visit and multiple learners highlighted [Researcher name] who staffed this area and spoke at the panel discussion, saying “[Researcher]’s job was cool” and that he was a “cool guy” whose job they wanted to learn more about. They definitely wanted to know more about AI careers!’*

*‘I think by delivering the session with experts that apply AI to robots, it helped learners understand that there are many different applications of it in different careers, and to benefit different people...’*

## Outcome 5: Perceived relevance of AI for the public benefit and for everyday life

	Strongly disagree	Disagree	Neither disagree of agree	Agree	Strongly agree
a) AI feels relevant to me and the things I care about	17 6%	24 9%	79 29%	98 36%	54 20%
					2 centres
b) I can see how AI could benefit my community/family	54 7%	52 6%	147 18%	262 32%	308 37%
					3 centres
c) I can see how AI is used for the public benefit	45 4%	63 6%	264 25%	406 39%	273 26%
					8 centres
Total	116 5%	139 6%	490 23%	766 36%	635 30%
					13 centres

Table 7: Post-event participant feedback for outcome 5 n=2146.

As with outcome 1, all centres reported on this outcome. Agreement was highest with statement b) 69% and lowest with statement a) 56%. Just under a quarter of the total (23%) chose the neutral option when considering the perceived relevance of AI for the public benefit and everyday life.

There were a lot more staff reflections on this outcome as audiences were surprised by how many positive applications of AI there were, particularly in their local area.

*‘Audiences fed back that they felt more positive and understood the nuances of the AI debate more effectively. “I was thinking about Terminator but I can see how it’s helping science” was a particularity good quote.’*

*‘Whilst topics like CCTV were more divisive, positive applications like neighbourhood design and food share programmes elicited surprise and more positive responses and approval from visitors.’*

*‘...and were surprised by all of the different AI uses around the city. I also got to have some interesting chats about the fact that they aren't all "bad" uses of AI technology, i.e. a lot were helping humans be more efficient in their roles instead of doing the roles for themselves and leaving people without jobs.’*

*‘I had people be most impressed with AI being used for the public benefit in the disease detection example.’*

## Comparing pre and post-event questions

The three centres that asked pre-event questions on outcome 5, also asked the same question after their events.

	Strongly disagree	Disagree	Neither disagree of agree	Agree	Strongly agree
I can see how AI is used for the public benefit	56	47	118	133	52
	14%	12%	29%	33%	13%
	19	22	84	103	76
	6%	7%	28%	34%	25%
2 centres					
I can see how AI could benefit my community/family	349	159	174	330	483
	23%	11%	12%	22%	32%
	21	16	80	156	169
	5%	4%	18%	35%	38%
1 centre					
Total	405	206	292	463	535
	21%	11%	15%	24%	28%
	40	38	164	259	245
	5%	5%	22%	35%	33%
3 centres					

Table 8: Pre-event (n=1901) and post-event (n=746) participant feedback.

Although less than half the participants supplied post-event feedback, you can see a shift in sentiment. With all the disagree values decreasing, the neutral either staying very similar or increasing and the agree values all increasing. The total agree values go from 52% pre-event to 68% post-event, neutral from 15% to 22% and disagree from 32% to 10%. After attending Demystifying AI events at these three centres, a greater proportion of participants perceived the relevance of AI for the public benefit and for everyday life.

## Teacher and community group reflections

While many centres sent out feedback form links to teachers and community groups, very few responded. In total one centre received one teacher reflection form and another centre received 24 community group reflection forms. The responses are summarized below. They give insights into interactions with two centre and three activities.

### Teacher Reflection on outcomes:

*'Students enjoyed talking about AI with the expert panel and asking questions about the future of AI. Some of the conversations started at [the centre] were continued in class back at school, particularly linked to conflict and the use of AI in war. We were able to debate the ethics of AI and hacking, linked to the showcase and to other work we have been doing on careers.'*

### Community Group Reflections on outcomes:

Participants felt able to question and be critical about AI  
*'During the AI image comparison, the group were able to question and be critical. There was a good use of Q&A throughout the workshop.'*

*'They were encouraged to ask questions and discussed how they can validate AI data.'*

Participants felt confident they could contribute / share their ideas about AI  
*'Staff asked questions that were age appropriate so the Scouts were confident to share ideas and ask their own questions.'*

*'Young people were encouraged to contribute and share their ideas by staff.'*

Participants feel more confident about when to trust AI  
*'The workshop allowed the children to feel more confident about when to trust AI. Staff were friendly and encouraged discussions.'*

*'We learned how to spot fake information and photos/images.'*

Participants can see how AI is used for the public benefit  
*'They learned about how it's used in healthcare settings and that it's useful for comparing products online.'*

*'Also learned how hospitals use AI for staffing.'*

*'They learned about how it's used in hospitals and for analytics.'*

## Appropriate outcomes

In the end of grant questionnaire science and discovery centre staff were asked to reflect on whether their chosen outcomes were **appropriate** for their activities and audiences. Most centres responded that they were, but that some were more difficult than others for different types of activity.

*‘The chosen outcomes were appropriate and well matched to both the activities delivered and the intended audiences.’*

*‘Of the 5 possible participant outcomes we felt that the selected outcomes were an apt representation of core content covered within the show.’*

*‘Yes, I think the questions were appropriate. They were broad enough to give us flexibility in covering learning outcomes (e.g. understanding how AI works and what it is good at) but specific enough for us to focus on particular elements too (e.g. applications of AI in different careers).’*

*‘Feedback from teachers and observations during delivery suggest that the outcomes were realistic and impactful, especially in supporting both student engagement and teacher confidence.’*

*‘This outcome [4 – Broadening Horizons] was less appropriate than anticipated as we shifted our focus for the late event onto general public audiences rather than students, and those specifically interested in AI careers. However, engagements with our experts mean that this outcome was still appropriate, particularly due to the range of applications represented by our experts.’*

*‘...it seems reasonable to expect the show audiences to feel able to question and be critical about AI, and to a lesser extent be more confident about when they can trust AI. Contributing/Sharing ideas about AI was probably over optimistic for the theatre show.’*

*‘Yes, our outcomes aligned with what we delivered. Some of the outcomes were easier to meet than others, such as understanding how AI works vs broadening horizons in relation to careers.’*

## Challenges

In the staff reflection forms, respondents were asked:

**‘Is there anything you would do differently next time?’**

In the end of grant questionnaire, centre staff were also asked:

**‘What seemed to be the biggest challenge in addressing these outcomes for your audiences? Were adjustments needed? What would you do differently next time?’**

Centres reflected on staff uncertainty and their conflicting opinions around the topic of AI and how the training/briefing period at the start of the project was important.

*‘We found varying levels of confidence within our volunteer and delivery teams, including some apprehension about tackling AI as a topic due to the divisive nature of the subject.’*

*‘Staff learned a lot about AI and they grew in confidence in communication of this to audiences and to school children.’*

*‘One of the most significant challenges was building confidence within the delivery team. At the start of the project, many team members felt hesitant about engaging with AI-related content, expressing concerns that they did not know enough about the topic and might not be able to answer questions from young audiences, who they perceived as being more familiar with AI.’*

*‘To address this, we delivered a series of internal training sessions over several weeks, focusing on core AI concepts and facilitation approaches. This led to a noticeable increase in staff confidence and improved the quality of audience engagement.’*

*‘ASDC provided a range of high-quality online resources and expert-led interviews. However, due to limited preparation time and other responsibilities, not all team members were able to engage with these materials in advance. Those who reviewed them shared key insights with colleagues, supported by internal training.’*

*‘Our VEA teams had a wide range of confidence and knowledge levels about AI at the outset, and our biggest challenge was ensuring that the whole delivery team was able to deliver the busking activities appropriately to ensure the outcomes were met.’*

They also spoke about the challenges of engaging people with such a complex and technical topic and how training for the researchers and industry professionals who contributed to their project delivery would have been beneficial.

*'I would have liked more time with the speaker on the panel I was hosting to ensure all the terminology he used was the most age and stage appropriate.'*

*'For this topic I think there is an element of extra public engagement training that would have been beneficial for the researchers involved. As the topic is quite abstract and complicated I think the science got complex more quickly than it does with other topics.'*

*'...to work with contributing scientists to pitch the topic in a more digestible way (as its multiple definitions, and varying levels of complexity, made it a challenging topic for some learners).'*

Staff also wrote that it was challenging to engage really young audiences with AI in a meaningful way and that it wasn't always easy to link their activities back to the complex concepts of AI for all audiences. Content and delivery were adapted throughout the project to address this.

*'One of the biggest challenges was presenting AI in a way that was balanced, age-appropriate, and engaging for younger audiences without oversimplifying the topic. [...] This meant our presenters needed to adapt conversations in real time to suit different ages and interests.'*

*'When delivering sessions to community groups, many of our participants were young people who often struggle with academic learning. As a result, some found it difficult to engage with some of the content.'*

*'While adults were generally more willing to engage in conversations and were often surprised by the range of AI applications in the city, children tended to interact more casually [...] and were less likely to engage in deeper discussion about AI concepts.'*

*'The audience [...] was quite young (mostly families with children 8 or under and many under 5) - this is a challenging audience to engage in detail with regarding tech as they predominantly just want to play with the activities and not engage with conversations.'*

*‘Many of our youngsters meet us with very low levels of science capital, manifesting in low levels of prior knowledge and low self-confidence in their own science ability. [...] We revisited show language, framing and examples to create content that assumes zero prior experience of AI.’*

Several centres also commented that there wasn’t time for the considered marketing/promotion this complex and controversial topic needed. Staff also felt the quick turnaround on the project made putting together their programme of activities challenging and reflected on how they would make improvements if given more time.

*‘... just completely swamped and over budget so unable to spend the extra time needed for good promotion.’*

*‘Engage Marketing earlier to improve advertising for shows.’*

*‘I think it could have been marketed better. That would have helped our numbers.’*

*‘We also need more time to deliver this effectively; incorporating it as a brand new, extensive topic within a short project timeframe was challenging.’*

*‘Another key challenge was the limited preparation time. The project was developed rapidly over the Christmas period and had to be integrated into an already busy programme. This created pressure on both content development and delivery.’*

*‘In future, more time for development and staff preparation would allow fuller use of available resources and more confident delivery.’*

*‘...with longer preparation and delivery time, staff and volunteers could have increased their own knowledge and understanding of the various topics surrounding AI, to feel more confident engaging on a deeper level.’*

*‘If we had the time, we’d make more games for young people, to help them dwell with us for longer.’*

*‘If delivering again, more time would be allocated earlier for outreach, co-design and partner-led scheduling. Additional capacity for off-site delivery would also be planned from the outset.’*

*‘With a longer time frame, it would have been ideal to pursue those relationships with AI focused start-ups.’*

Several of the staff commented on the challenges associated with preconceptions about AI, how negative news stories effected their interactions and how balancing the positive and negatives about AI ,when engaging with their audiences, was challenging.

*‘The biggest challenge was addressing how AI can be used for public benefit. Most children only saw AI being used for fun, generating images, and for answering questions.’*

*‘...it was still difficult in conversations with adults and older teens to have a conversation past the “AI is taking thousands of jobs” rhetoric which is so common.’*

*‘A lot of our audiences already have experience of using AI without necessarily having had an opportunity to think about it or reflect on what it entails.’*

*‘In trying to balance the current media narrative and public perception on AI, which is broadly focused on loss of jobs, the environmental impact and ‘Slop’ content, our initial talk was too focused on the positives [...] to find better balance, we acknowledged and explored more audience concerns with AI.’*

*‘I also feel that people needed to know going in that the show was not just propaganda. It was an attempt to simplify and explain how AI worked, not a push for why it should be used.’*

## Unexpected outcomes

Science and discovery centre staff were asked to reflect on unexpected outcomes in the staff reflection forms and end of grant questionnaire. The responses mainly fell into five categories:

### 1) Young people's attitudes and knowledge of AI.

While centre staff were often surprised by the number of young people who used AI and how even primary school students had knowledge of the topic, they were also surprised by their negative attitudes and lack of trust.

*'I was surprised by the number of young people who used AI. I was taken aback by the number of children who admitted to using AI to do their homework.'*

*'I think how much children, as young as Primary 3 knew about AI. It seemed to just be a normal part of their vocabulary.'*

*'We had some quite young learners in the session (~9 years old) who asked questions about the dangers of AI. I hadn't anticipated the lack of trust in AI to permeate with young people in the way it has - with some, anyway.'*

*'During the discursive sessions and debates, the majority of young people advised they were reluctant to use AI in their homework and felt that they should use their own work which was surprising.'*

### 2) How people engaged with the topic/activities.

Staff reflected on how different age groups engaged with their activities, some seeing younger demographics engaging more easily, while others noted it was nice to see whole families learning together and often educators got a lot out of the activities too.

*'Quite a big difference in engagement at times depending on age groups'*

*'Older demographics were less able to identify when something was AI than I expected.'*

*'Range of ages interacting from toddlers to teenagers was very nice to see.'*

*'Children's parents learning with their children.'*

*‘One unexpected outcome was the strong impact on teachers and adult learners. While the primary target audience was young people, educators reported that the exhibition significantly improved their own understanding of AI.’*

Some trepidation from the staff about engaging with this topic also came through in the responses, but once their projects were underway, they enjoyed presenting their activities.

*‘It proved to be funnier than we expected. Most people view AI with some trepidation but somehow we found a little humour amongst the doom forecasting.’*

*‘I was hesitant at first to perform the show, but once the content had been fleshed out I grew to enjoy it.’*

*‘Our staff were largely receptive and quick to adapt, however initially exhibited greater uncertainty in how to effectively communicate and manage conversations around AI. Throughout our delivery period our staff improved their understanding and confidence with AI systems’*

*‘There was a lot of concern and even hostility towards the technology from staff due to its environmental impacts. These conversations are important to have and it was useful to already have them with staff so we could have that more evolved and nuanced understanding of AI.’*

### **3) Everyday vs scientific uses**

Centre staff were surprised to find their audience was often more interested in the scientific uses of AI, than discussing everyday uses and Chat GPT.

*‘People were often more interested in AI in specific science fields rather than in their everyday life, which I thought would be the opposite.’*

*‘I expected there to be more people discussing their own use of AI such as Chat GPT but this only came up in discussions a handful of times.’*

*‘People seemed to really resonate with the contrast between AI/technology speeding things up and the difficulty in speeding up the process of generating*

*real images of the distant Universe, making them feel even more special as a result.'*

*'...visitors started excitedly talking about how AI could help find the aliens which was an exciting dynamic emergent topic.'*

*'People seemed surprised to learn that not all AI involves Chat GPT.'*

#### **4) Negative or inaccurate opinions**

Multiple staff wrote that adults seemed to have a more negative view of AI and while children seemed more knowledgeable, that knowledge was often shallow or inaccurate.

*'...it has been true over the whole run of the show that as soon as you mention AI, you get eye rolls and huffing and puffing!!'*

*'...delivery team also reported back that there were multiple instances of negative responses from audiences when AI was mentioned ("palpable groans" in one instance) highlighting a vocal level of distrust of AI.'*

*'A lot of adults had a generally negative view of AI at the start of participating, but would then agree that many of its uses are things that they agree with and like, overall improving their opinion of AI.'*

*'Some people (few, not many) seem to be dead set against AI, resisting the subject entirely rather than wanting to learn more and had no willingness to engage in the subject.'*

*'More young children than I expected knew what AI was, but couldn't explain how it might be used for public benefit - they were mostly thinking of AI generated online content.'*

*'Children talked about AI confidently but inaccurately, often describing limited examples like computer generated images.'*

#### **5) Ethics and environment**

While some centre staff had engaging discussions about the ethics and impact of AI with participants, others found that their audiences refused to engage with AI due to ethical and environmental impacts.

*‘Some younger, college age, participants actually swore off using AI entirely after learning about the water and energy usages statistics. This wasn’t a goal but they said that they couldn’t think of anything that they could do that would be worth contributing to that.’*

*‘I have had some interesting discussions around the ethics and reliability of AI systems, and what could happen if it were to go wrong.’*

*‘We also observed that audiences were particularly engaged by ethical and societal questions around AI, often initiating discussions beyond the core scientific content.’*

*‘An unexpected outcome was the depth of engagement from community groups, particularly around environmental responsibility and trust in technology. Climate-focused activities consistently generated thoughtful discussion across age groups.’*

*‘Some older participants, college aged or above, swore off using AI after learning facts around AI resource usage including how much water is used for the generation of each text, image and video.’*

*‘Many adults were wary of the technology and the potentially negative impacts it brings (concerns raised included environmental and ethical issues).’*

## Impact and legacy

At the end of the project, in the end of grant questionnaire, centre staff were asked two questions on impact and legacy:

**‘What outcomes do you think will have the most lasting impact for your audiences?’**

**‘What next, will there be any legacy from the programme?’**

Many centres commented that an ongoing impact of their project will be to help their audiences have a deeper confidence and understanding of the concepts behind AI.

*‘The most lasting impact is likely the increased confidence and understanding of AI among both young audiences and educators.’*

*‘These polls showed that while our STFC Wonder demographic already held generally positive views of AI compared to adults, their primary "takeaway" was a newfound ability to define the technology.’*

*‘For young participants, early exposure to AI as a practical and understandable tool helps build foundational awareness that can support future learning. For educators, this includes both school teachers and our own education staff, the experience provided subject knowledge as well as increased confidence in engaging with and communicating AI-related topics.’*

*‘We believe the most lasting impact for our audiences will be increased confidence and critical engagement with AI. Many children and families left the activities feeling that AI was something they could understand, discuss, and question rather than something mysterious or intimidating.’*

*‘A greater understanding of how AI works, and when to use it will be the greatest outcome, judging from the participant feedback questionnaire...’*

*‘...activity had an excellent impact in enabling family audiences to understand how AI works. We had numerous children engaging in extended conversations with our VEAs about the potential and limitations of AI image generators...’*

Several respondents reflected that another impact was a greater understanding of the people behind AI and careers in and using AI.

*'...we were able to highlight the role of the human in developing AI and help our audiences reflect on how they engage with AI.'*

*'The involvement of STEM Ambassadors also contributed to this impact by providing participants with direct access to professionals working in AI-related fields. This helped to broaden awareness of AI careers and made the subject more tangible and relevant.'*

*'...another teacher said "it was nice to see [the learners] so excited about science and where a career in STEM could take them" – demonstrating an active interest in the AI applications covered across the panel discussions, marketplace and planetarium shows, and careers involving AI.'*

The majority of centres agreed that a lasting legacy of the project was staff confidence in addressing AI related topics.

*'Our VEAs are also more confident about sharing AI-focused knowledge and discussion points, which will have a lasting impact on all of our intended outcomes as they continue to interact with our audiences.'*

*'The project has also strengthened internal capacity, with our education team gaining confidence and experience in delivering AI-related content. This will directly inform future programming and enable us to build on this work in a more integrated way.'*

*'Internally, the programme has encouraged our team to think more creatively about how emerging science and technology topics can be embedded into existing shows and activities.'*

*'The funding has helped us build confidence and experience in delivering balanced and accessible AI engagement activities for family audiences.'*

*'The project has allowed us to train and equip staff with a new resource to answer questions about a topic that staff felt uncomfortable dealing with but was at the forefront of many discussions from visitors.'*

Many centres appreciated the value of the content and partnerships, developed during their Demystifying AI projects, to their future programmes.

*‘Participation in this project inspired to us to reach out to individuals and organisations that can help us drive future AI content. [...] AI creeps up in many topics so a lot of our resources will be used again...’*

*‘The project has created a strong and sustainable legacy through the development of a durable, reusable AI exhibition that will continue to be used beyond the funded period.’*

*‘As a result of the project, we have developed a range of reusable tabletop activities and supporting resources that can continue to be used within our science centre and adapted for future outreach work with schools and community groups.’*

*‘Our TikTok content has been useful as a tool for talking to people and has even been used by teaching staff at the International School of Stuttgart in Germany as a starting point for their own lessons on AI.’*

*‘This funding has also enabled the creation of collaborations with new scientists [...] We will be seeking to collaborate with them again in future (one scientist said the Careers Showcase was “a joy to be at” and we are looking to do further exhibition work with them).’*

*‘We’re hoping to leverage more funding to turn this into an exhibition in the longer term. We’ve also had a lot of interest from schools, as well as a support worker for vulnerable adults who said they would hugely benefit from these activities in a workshop-style experience.’*

*‘Our programme has a long legacy with a wide range of sessions already booked in from other schools and groups over the summer with schools, colleges and even foreign student contingents wanting to take part in the session.’*

*‘We intend for the exhibits to continue to be a part of our venue for the foreseeable future. AI plays an important role in society whether we like it or not, and as a venue we would like to continue to enlighten people to developments of AI and all its ethical considerations where possible.’*

*‘This funding has embedded [our activity] into [our centre’s] long term offer through a permanent AI exhibit. The adapted [activity] presentation and hands on activities will continue through school bookings.’*

## Conclusion

In terms of meeting the goals, the Demystifying AI programme has been extremely successful. **15 science and discovery centres** developed captivating, meaningful and accessible activities, by focusing on interactive events, real world and local scientific contexts and the needs of their diverse audiences. While the **public audience dominated at 78%**, significant numbers of **school, 12,052 and community, 2700 audiences** were also reached.

The promotion of science, technology and future career opportunities linked with AI, UKRI and STFC was most prominent through the involvement of **184 research or industry professionals**, at a range of different career stages, who contributed **1429 hours** to the programme and spoke about at least **29 different areas of science and technology**. Of those who filled in the reflection form (34) just under a third were also involved in the development of the activities they helped to deliver. Even those who were not explicitly involved in careers events spoke to audiences about their own careers and opportunities available at their institutions.

The target reach of 50,000 was smashed with a **total reach of 70,021** and an **in-person reach of 68,362: 24,351 adults and 44,011 children**. Postcode data collected by centres was variable. Some centres only delivered public events at their centres, while others delivered extensive schools programmes and meticulously collected every postcode for reporting, most centres were somewhere in between these two extremes.

There is a good data set from multiple evaluation tools on the outcomes. From the post-event participant data outcome 1: **understanding how AI works** (including nurturing critical thinking skills) and outcome 2: **supporting agency and ownership with AI technologies** have the highest level of participant agreement both at 71%. Outcome 3: **building confidence** has the lowest agreement level at 63%, while outcome 4: **broadening horizons** (including AI and careers) and 5: **perceived relevance of AI for the public benefit and for everyday life** are in the middle with agreement levels of 67% and 68% respectively. It is interesting to note that while post-event disagreement levels are low, neutral responses are around a quarter to a fifth with the highest being for outcome 3 at 24% and the lowest for outcome 2 at 18%.

The sentiment change for the three centres that did pre and post-event participant feedback on outcome 5 also indicates the success of these centres at meeting this outcome: with the agree values going from 52% pre-event to 68% post-event, neutral from 15% to 22% and disagree from 32% to 10%. While a limited data set n=424, it is also interesting to see the five most common sources of information for influencing participant opinion of AI was: friends/family (17%), social media (17%), school (16%), news/media (15%) and generative AI itself (10%).

A theme that developed throughout the outcome analysis was the attitudes and knowledge of young people to AI. An unexpected outcome was that young people engaged more easily with the topic of AI. Centre staff were surprised by the number of young people who used AI and how even young primary school students had knowledge of the topic. They were also surprised by some of their negative attitudes and lack of trust. On the whole children seemed more knowledgeable about AI, but that knowledge was often shallow or inaccurate, and it was difficult to engage them with the complex concepts behind AI.

When reflecting on the challenges of the programme many centres wrote about staff uncertainty, lack of confidence and their concerns around the topic of AI and how training was a key aspect of their development for this project, as well as the resources and webinars provided by ASDC. It was encouraging to see that when discussing the legacies of the project, the increased staff confidence and understanding of AI was a 'primary takeaway' and would be invaluable for discussing this pervasive and divisive topic in the future, particularly with those who have negative opinions or preconceptions about AI.

Another challenge was the fast turnaround time for the project and the difficulties associated with developing and marketing the activities on this complex topic quickly. Despite many centres writing about this challenge, most have developed content and partnerships in the programme that they are looking to continue and make a long-term elements of their centre offering, a significant legacy of the programme.

## Appendix A

The following table shows the evaluation framework, developed to report against the programme goals.

Programme Goals	Evaluation tools	Evidence
1) To partner with 15 science and discovery centres to deliver a coordinated, national programme of <b>accessible</b> and <b>captivating</b> engagement activities that reach with <b>breadth and depth</b> across <b>schools, public and community</b> audiences.	Metric sheets filled in by centres	<ul style="list-style-type: none"> <li>- Name of centre</li> <li>- Date of activity</li> <li>- Interaction type (selected from list)</li> <li>- No. of interactions delivered</li> <li>- Interaction time</li> </ul> Demographics: Public <ul style="list-style-type: none"> <li>- Number of public participants</li> </ul> Schools: <ul style="list-style-type: none"> <li>- Number of school participants</li> <li>- Number of schools who attended</li> <li>- Name of school(s)</li> </ul> Community groups: <ul style="list-style-type: none"> <li>- Number of community group participants</li> <li>- Number of groups who attended</li> </ul>
	End of grant qus	<ul style="list-style-type: none"> <li>- Overview of programme</li> <li>- How did you make your interactions ‘captivating’, ‘meaningful’ and ‘accessible’ for your chosen audiences?</li> </ul>
2) To promote the science, technology and future career opportunities linked with the UKRI research councils, including the work of STFC and the National Labs.	Metric sheets filled in by centres	<ul style="list-style-type: none"> <li>- No. of researchers/industry professionals involved</li> <li>- How many are working on STFC or UKRI-relevant areas of science, research and innovation?</li> <li>- How many hours did they contribute?</li> </ul>
	External (STFC/UKRI) researcher reflection form	<ul style="list-style-type: none"> <li>- Name</li> <li>- Organisation name</li> <li>- Role</li> <li>- Details of activities involved in</li> <li>- Which STFC/UKRI Science and Technology did you include?</li> <li>- Did your activity have a careers aspect? If so, what did you include?</li> </ul>

<p>3) To collect postcode data of events and engagements, working with STFC to collate a dataset that better understands the collective geographical reach of this programme and, where possible, steer activity to previously identified ‘cold spots’ of engagement.</p>	<p>Metric sheets filled in by centres</p>	<ul style="list-style-type: none"> <li>- Postcode of interaction (venue, group or school)</li> <li>- Postcodes of organisations attending/represented e.g. schools, community groups, partners, universities, industry</li> </ul>
<p>4) To achieve a collective reach of AI engagements of up to 50,000 children and adults during the project period.</p>	<p>Metric sheets filled in by centres</p>	<ul style="list-style-type: none"> <li>- Total number of participants</li> <li>- % of total - adults (can be estimate)</li> <li>- % of total - children (can be an estimate)</li> <li>- % of total - children aged 8-14 (can be estimate)</li> </ul>
<p>To work with evidenced frameworks (i,ii) to investigate the following participant outcomes:</p> <ul style="list-style-type: none"> <li>o <b>Understanding</b> how AI works (including nurturing critical thinking skills)</li> <li>o Supporting <b>agency and ownership</b> with AI technologies</li> <li>o Building <b>confidence</b></li> <li>o <b>Broadening horizons</b> (including AI and careers)</li> <li>o <b>Perceived relevance</b> of AI for the public benefit and for everyday life</li> </ul>	<p>Reflection form</p>	<p>For the outcomes relevant to your activities please provide examples/evidence/your reflections on:</p> <ul style="list-style-type: none"> <li>o <b>Understanding</b> how AI works (including nurturing critical thinking skills) For example: <ul style="list-style-type: none"> <li>- Participants improved their understanding of how AI works</li> <li>- Participants felt able to question and be critical about AI</li> <li>- Participants improved their understanding of what AI is good at and what it is not so good at</li> </ul> </li> <li>o Supporting <b>agency and ownership</b> with AI technologies For example: <ul style="list-style-type: none"> <li>- Participants felt they could use AI for their own needs</li> <li>- Participants felt able to make decisions about when to use AI and when not to</li> <li>- Participants felt confident they could contribute / share their ideas about AI</li> </ul> </li> </ul>

		<p>o <b>Building <u>confidence</u></b> For example:</p> <ul style="list-style-type: none"> <li>- Participants felt more confident about using AI for themselves</li> <li>- Participants felt more confident about when to trust AI</li> <li>- Participants felt more confident about spotting when AI has been used</li> </ul> <p>o <b><u>Broadening horizons</u></b> (including AI and careers) For example:</p> <ul style="list-style-type: none"> <li>- Participants thought AI would be useful to them in the future</li> <li>- Participants felt like working in AI could be an option for them</li> <li>- Participants would like to know more about careers involving AI</li> </ul> <p>o <b><u>Perceived relevance</u></b> of AI for the public benefit and for everyday life For example:</p> <ul style="list-style-type: none"> <li>- AI felt relevant to the participants and the things they care about</li> <li>- Participants could see how AI could benefit their community/family</li> <li>- Participants could see how AI is used for the public benefit</li> </ul> <p>Did you observe any unexpected outcomes? Please provide examples/evidence/your reflections on them.</p>
	Pre participant surveys	<p><b><u>Perceived relevance</u></b></p> <ul style="list-style-type: none"> <li>- I can see how AI could benefit my community/family</li> <li>- I can see how AI is used for the public benefit</li> <li>- What sources of information have influenced your opinion</li> </ul>

		of AI? (open, could provide examples?).
	Post participant surveys	<p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>- I improved my own understanding of how AI works</li> <li>- I felt able to question and be critical about AI</li> <li>- I improved my own understanding of what AI is good at and what it is not so good at</li> </ul> <p><b>Agency &amp; ownership</b></p> <ul style="list-style-type: none"> <li>- I feel I could use AI for my own needs</li> <li>- I feel able to make decisions about when to use AI and when not to</li> <li>- I felt confident I could contribute / share my ideas about AI</li> </ul> <p><b>Confidence</b></p> <ul style="list-style-type: none"> <li>- I feel more confident about using AI for myself</li> <li>- I feel more confident when to trust AI</li> <li>- I feel more confident about spotting when AI has been used</li> </ul> <p><b>Broadening horizons</b></p> <ul style="list-style-type: none"> <li>- I think AI will be useful to me in the future</li> <li>- I feel like working in AI could be an option for me</li> <li>- I would like to know more about careers involving AI</li> </ul> <p><b>Perceived relevance</b></p> <ul style="list-style-type: none"> <li>- AI feels relevant to me and the things I care about</li> <li>- I can see how AI could benefit my community/family</li> <li>- I can see how AI is used for the public benefit</li> </ul>
	End of grant qus	- In hindsight, do you think your chosen outcomes were

		<p>appropriate for your activities and your audience?</p> <ul style="list-style-type: none"> <li>- What seemed to be the biggest challenge in addressing these outcomes for your audiences? Were adjustments needed? What would you do differently next time?</li> <li>- What outcomes do you think will have the most lasting impact for your audiences?</li> <li>- Were there any unexpected outcomes?</li> <li>- With regard to the evaluation - what feedback do you have?</li> <li>- What next, will there be any legacy from the programme?</li> <li>- Do you have any other comments or feedback?</li> </ul>
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Table 9: Evaluation Framework.

# Appendix B

## Evaluation Tools.

### **Staff reflection form questions**

- 1) What activities have you delivered? (Drop down menu of activity options)  
(If you have delivered more than one activity in the list below - please submit a different reflection form for each activity)
- 2) When in the project are you filling in this form? (Drop down menu - 'start, middle, end')
- 3) How is it going? (Likert scale)
- 4) Is there anything you would do differently next time? (50 word limit)
- 5) Can you provide any examples, evidence or your reflections on the relevant outcomes. (150 word limit)  
(This might be something you did to meet this outcome or something a participant did or said to demonstrate it being met)
- 6) Did you observe any unexpected outcomes? Please provide details. (100 word limit)

### **Teacher/Community Group reflection form questions**

- 1) What did you do today?
- 2) Can you provide any examples, evidence or your reflections on your students/members meeting the following outcomes: [listed for each activity]  
(This might be something you did as part of the activity to meet this outcome or something a student/member did or said to demonstrate it being met)

### **External (STFC/UKRI) researcher reflection form questions**

- 1) Name
- 2) Organisation name
- 3) Organisation postcode
- 4) Job title
- 5) Which science and discovery centre did you work with? (Drop down menu)
- 6) Details of 'Demystifying AI' activities involved in
- 7) Hours spent on project (can include development time)
- 8) Which areas of STFC/UKRI Science, Research and Innovation did you include?
- 9) Did your activity have a careers aspect? If so, what did you include?

## End of grant questionnaire

The questions below were adapted from those in the evaluation framework to meet additional UKRI reporting requirements.

- 1) Please give a brief overview of your programme that includes who your target audience was, training or partnership meetings, and highlights from the delivery of your events.
- 2) How did you make your interactions ‘captivating’, ‘meaningful’ and ‘accessible’ for your chosen audiences? (Please include any consideration of EDI during this project.)
- 3) In hindsight, do you think your chosen outcomes were appropriate for your activities and your audience?
- 4) What seemed to be the biggest challenge in addressing these outcomes for your audiences? Were adjustments needed? What would you do differently next time?
- 5) What outcomes (from those you were aiming for or beyond), do you think will have the most lasting impact for your audience? Please share any links or evidence that leads you to that conclusion.
- 6) Were there any unexpected outcomes?
- 7) With regard to the evaluation - what feedback do you have? (In general and in relation to the methods, wording, instructions, anything missing, amount, ease/difficulty of implementing)
- 8) What next? Can you list any new resources, links to online content and partnerships that have come from this funding? Will there be any legacy from the programme?
- 9) Please write down any quotes about Demystifying AI, from you, other practitioners or participants for our final report?
- 10) Do you have any other comments or feedback?