



UNIVERSITY OF
LINCOLN

DISCOVER:

*Publicly engaged
research at Lincoln*



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Introduction

The last year has seen public engagement with research from the University of Lincoln continue to expand in quantity, quality and reach, as more and more people are making and taking opportunities to share their research with wider society. Particular highlights have included the University's participation for the first time in *Pint of Science* (May 2019 – see page 13) and as a hub for *Being Human* (November 2019 – see page 14). These are both nationwide public engagement initiatives that together span a wide disciplinary range, with *Pint of Science* foregrounding research in science and *Being Human* focussing on humanities subjects. Together, these two programmes alone provided more than 30 different opportunities for people to find out about university research in subjects such as drink driving, exercise, virtual patients, the Black Death, museum robots, and Victorian approaches to mental illness. Applications for PEARL grants (see page 5) by staff and students to develop and run new public engagement activities have also grown in both number and quality, another good indicator of how enthusiasm and confidence for public engagement are growing in ways which bode well for the future.



This is all good news because enabling wider society to connect with research, a core aim of all good universities, is increasingly important for a university like Lincoln, which in 2019 was one of the first to sign the Civic University Charter, committing the University, as a civic institution, to serve its place as well as play a global role. The Charter was one outcome of the recent UPP Civic University Commission investigation exploring the role of civic universities in the 21st century, for which our Vice Chancellor, Professor Mary Stuart, was a Commissioner and Trustee^[1]. The University of Lincoln now has a strategy for civic and regional engagement, in which public engagement with research is specifically included as one means by which the University can support our region socially, economically and culturally.

Professor Carenza Lewis

Professor for the Public Understanding of Research

Key references and further reading

[1] Report: upp-foundation.org/wp-content/uploads/2019/02/Civic-University-Commission-Final-Report.pdf



PEARL: Public Engagement for All with Research at Lincoln

In 2020, now core-funded by the University of Lincoln, **PEARL** offers support for staff and students in engaging wider publics with research through funding, resources, training, guidance, recognition, and building visibility and connections that enhance awareness and capacity to do public engagement with research (PER) at Lincoln. PEARL is led by **Professor Carenza Lewis** (Professor for the Public Understanding of Research), **Dr Matt Young** (PEARL Public Engagement Manager) and **Sarah Harris** (PEARL Research Assistant).

PEARL in 2019-20

- **New training & CPD programme:** In 2019 PEARL ran the first PER Training Programme at Lincoln for staff and students to develop skills and understanding in PER. Topics covered all aspects of the project life cycle for planning a PER activity, including organising safe and successful activities, developing effective evaluation strategies, and more. This programme will run again in 2020 – see pearl.lincoln.ac.uk for dates.
- **New national public engagement with research opportunities:** In 2019 four new national initiatives offering opportunities to engage with research took place in Lincolnshire, organised by staff, students and external partners and supported by PEARL; *Pint of Science* (page 13); *Being Human festival hub* (page 14); *Café Scientifique Market Rasen* and *Café Scientifique Lincoln* (page 12).
- **Staff & student attitudes to public engagement follow-up survey:** In 2019, PEARL ran a follow up to its 2017 survey investigating staff and student attitudes and aspirations towards 9 areas of public engagement at Lincoln, including leadership, opportunities and recognition. Results showed improvement across 7 areas, with a particular increase in recognition, suggesting that colleagues now feel more supported in doing PER at Lincoln.

- **Successful second annual cycle of support:** The past year saw PEARL support and celebrate even more exciting activity through the funding of 10 new PER activities (page 5); 9 awards were made to staff and students, recognising excellence in PER at Lincoln; grant holders from the PEARL 2017-18 Activity Grant cohort shared the successes of their funded activities at the second annual PEARL Conference, and *Discover – Issue 2*, showcasing PER at Lincoln, was published (pearl.lincoln.ac.uk for more details).

Looking Ahead: PEARL in 2020-21

In February 2020, PEARL welcomed Dr Matt Young as the new PEARL Public Engagement Manager. Previously based at the University of Nottingham, Matt has a broad range of exciting experience developing research festivals, podcasts, exhibitions and more. Matt will be taking PEARL forward onto its next phase, building on the success of the last two years and continuing to elevate public engagement with research at Lincoln.

If you would like to find out more about any of the activities shared in this issue of Discover, please contact PEARL and we will connect you with the relevant project lead.

PEARL Activity Grants 2019–20

Annual PEARL grants fund new, innovative and impactful public engagement activities organised by staff and students. Following stiff competition, the below proposals were awarded funding for 2019–20.

Focus Groups and Q Study to Investigate Dog Ownership Activities and How They Benefit Human Wellbeing

Ana Maria Barcelos (School of Life Sciences)

See page 23 for related article

Research/Background: Ana's research investigates the specific human activities/behaviours associated with dog ownership and how they impact two aspects of human wellbeing; hedonic, which relates to positive and negative emotions typically within a short-time frame (e.g. happiness in the last few days); and eudaimonic, which relates to lifestyle and resilience in facing challenges (e.g. being able to resist social pressures).

Activity aims: Carry out engaged research about the relationship between dog ownership and human wellbeing, whilst sharing knowledge about the benefits of dog-human interactions and the value of qualitative research.

Activity details: Run a day-long interactive research workshop for 48-60 local dog owners consisting of:

- Focus groups exploring positive and negative emotions within a short-time frame
- 30-minute interval with refreshments for attendees to network and take a break
- Q-study (responses to statements given on cards) exploring lifestyles and resilience to facing life challenges
- 30-minute talk on the benefits of dog-human interaction.

Evaluation: Recorded interviews with attendees



Groundings: An exhibition to showcase Addaction service users' artworks

Conan Lawrence (School of Fine & Performing Arts)

See page 17 for related article

Research/Background: *Groundings* is a collaborative research project between University of Lincoln Fine Art Undergraduate students and Addaction, a national charity assisting its service-users to recover from alcohol and substance misuse. The project explores the links between creativity and recovery, and how Art Therapy can improve wellbeing and social connections. Students mentor service-users during an 11-week programme to produce artworks that explore themes of importance to them.

Activity aims:

- Showcase Addaction service users' artworks to the public in an Art Gallery in Lincoln
- Provide service users with a meaningful connection to a public cultural event celebrating their creativity
- Engage the public with creative responses to addiction
- Reduce public stigma and stereotyping attached to drug and alcohol misuse
- Publicly highlight the links between creativity and recovery

- Generate dialogue between the public, service users, students and healthcare professionals

Activity details: *Groundings* is a week-long art exhibition at St Marks, Lincoln that celebrates recovery through art, displaying a selection of artworks produced by service users during the mentoring programme and attended by members of the public, service users, students and healthcare professionals.

Evaluation:

- Anonymised Addaction Service User/Keyworker testimonials
- Student evaluations (according to Arts Council England Grants for the Arts framework)
- Anonymised Public Evaluation Questionnaires at the exhibition
- Informal conversations with public and healthcare professionals at exhibition
- Anonymised online evaluation questionnaires linked to online exhibition catalogue
- Project Leader Evaluations



The International Working Group for Best Practice in the Management of Online Sex Offending: Consultation Paper – Launch Event

Dr Hannah Merdian and Hannah Bradshaw (*School of Psychology, University of Lincoln*) **Professor Derek Perkins** (*West London Mental Health Trust & Royal Holloway University of London*), **Dr Maggie Brennan** (*University of Plymouth*)

See page 30 for related article

Research/Background: As internet access has become ubiquitous the number of individuals committing sexual offences online has increased. The characteristics of this population have been poorly understood in the past, leading to ineffective interventions and the misallocation of agency resources. In response to this gap, the project team for this activity established the International Working Group for Best Practice in the Management of Online Sex Offending (IWG_OS0), whose membership includes representatives from child protection stakeholders and academia. Consultation and an international multi-professional survey of 2,000 law enforcement, offender management, and academic experts, has led to a consultation paper on international issues in the prevention of online child sex offending. This paper highlights common themes on offence prevention and international examples of good practice. One recommendation of the consultation paper is the need for international knowledge transfer of best practice.

Activity aims: Share findings of a new consultation paper with key partners and stakeholders to ensure it has a wide reach with sustained outcomes by translating these findings into a professional practice agenda.

Activity details: A launch event organised in partnership with the NSPCC to release this consultation paper and share new knowledge of common themes and best practice in responding to sexual offences, attended by 35-40 representatives from child services, treatment providers, law enforcement, academia, and policy makers. Working group sessions enable inter-agency information sharing, discussion of the paper's recommendations and, most importantly, scope out the most cost-effective ways to build on this work in future research, safeguarding practice, and policy development.

Evaluation: Written feedback from attendees will be used to evaluate the impact of the event, including their key "take-home" messages.



A Digital Archive for Old Dalby

Professor Heather Hughes (*Department of Marketing and Tourism*)

See page 14 for related article

Research/Background: Since its founding in 2015 the International Bomber Command Centre (IBCC) Digital Archive project team, based at the University of Lincoln, have accumulated a wealth of experience and research into the processes behind creating a digital archive. This includes how to crowdsource material, work with large numbers of volunteers and operate on a strongly inclusive ethos. As well as continuing its partnership with the IBCC, the project is now wishing to broaden its remit to other local communities and organisations, in order to share skills and findings and extend its research.

Activity aims: Extend the learning, skills and findings developed through building the International Bomber Command Centre (IBCC) Digital Archive by training and upskilling local volunteers and communities to preserve their own history.

Activity details: Volunteers from the village of Old Dalby in Leicestershire have

approached the IBCC Digital Archive to assist with the creation of an online archive.

The team aim to deliver training sessions and a support programme to facilitate the development of a digital archive of local history for local residents from the village.

The project team is supporting local volunteers in undertaking tasks associated with preserving and publishing material to save and share Old Dalby's history. Volunteers and residents will benefit from a range of new skills associated with collecting and discussing materials, creating their own digital archive and tracking how a digital archive is created from scratch.

Evaluation: Training completed and evidence of an agreed number of items preserved/published in the new digital archive. Activity will be evaluated on an ongoing basis by keeping records and obtaining volunteer/participant feedback throughout the duration of the project period. Learning from this will feed back into future archiving support programmes and research.



Happiness and Wellbeing in the Classroom: Primary pupils' perspectives

Helen Childerhouse (*School of Education*)

See page 34 for related article

Research/Background: Research indicates that the experiences of children in primary classrooms can be negative and they can feel stressed, pressured to achieve and, at times, unhappy. *The Good Childhood Report* (2018) identified 'wellbeing' and 'happiness' as a common factor in conversations with children and 'school' scored the highest level of 'least happiness' for two thousand 10 – 17 year olds.

Activity aims: Provide an opportunity for children to talk about what makes them happy in the classroom and what they feel needs to be done in order to make it a happier place.

Activity details: A series of interactive activities in Lincolnshire primary schools involving teachers, students and parents. This qualitative small-scale study builds on

previous research (ESRC Festival of Social Science project: Happy People Happy Classrooms, November 2017) to identify the perspectives of 5 to 11 year-old children at three Lincolnshire primary schools. A series of activities carried out in the schools provides children with the opportunity to talk about what makes them happy in the classroom and what they feel needs to be done in order to make it a happier place, including icebreaker/social board games, likert-scale voting boxes and graffiti walls.

The dissemination of anonymous responses from the activities to each school will provide opportunities for school leaders and teachers to reflect on children's perspectives about happiness in their learning environments, and how this might be improved.



Identifying and Addressing Air Quality Issues on the School Run: A workshop series

Professor James Heydon (*School of Social and Political Sciences*)

Research: The University of Lincoln is collaborating with 6 primary schools in Sheffield that experience high levels of air pollution. Parents who regularly take children to and from school are given a personal environment monitor to use over a seven-day period. Surveys and interviews are then used to explore whether the resulting knowledge about personal exposure influences their attitudes and behaviours towards school-run transport and associated clean air initiatives.

Activity aims: Inform schools, parents and pupils about local air pollution and encourage schools to adopt a clean air initiative, supported by parents.

Activity details:

- Interactive workshops attended by headteachers, governors and teachers to explore measures that schools can adopt to minimise exposure of children to air pollutants, and include strategies for integrating this information into teaching

and learning activities. A set of resources will be created and developed through the workshops to assist with embedding clean air initiatives into practice, informed by findings from research.

- Interactive workshops with parents and carers of school children sharing findings from research on air pollution in Sheffield and providing information on how parents and carers can minimise the exposure of children to air pollution on the school run with a take-home resource pack.

This project intends to encourage schools to either trial or adopt at least one clean air initiative, with the support and/or participation of the parents/carers of children at that school.

Evaluation: Each of the schools will be contacted three months after the public engagement activities to establish the short- and long- term actions taken as a result of the project.



MyRiver: A community-led social laboratory for climate change adaptation in the River Witham

Professor Mark Macklin (*School of Geography*)

Research/ Background: There is worldwide acknowledgement that the Earth's climate is changing and that human beings are largely responsible for these changes. People will experience the impacts of climate change primarily by increases in the frequency of extreme weather and hydrological events such as floods, droughts, heatwaves and 'snowmageddons'. In the UK and within Lincolnshire and Lincoln in particular, rivers and floodplains are where much of climatic weirding will play out and where individuals and local communities will come face-to-face to with what some have described as 'the Great Derangement' (Ghosh, 2016), 'the end of Nature' (McKibben, 1989) or in more common parlance 'the Anthropocene' – the new geological epoch of humankind.

Activity aims: Explore with communities how anthropogenic climate change will impact on their lifeways and local environment, leading to the establishment of grass roots, community-informed management and adaptation strategies at the

nexus between the arts, humanities and science. Overall enhance understanding and appreciation of the unique archaeological, cultural, ecological, geological, historical, industrial heritages associated with the River Witham and its floodplain.

Activity details: Development of a community-led educational and interdisciplinary social laboratory, using the River Witham, for adapting, locally, to climate change, launched by a one-day symposium. This will engage and explore local communities, organisations and schools with how anthropogenic climate change will impact on lives and the local environment.

The symposium comprises of a morning of short presentations by speakers, including University of Lincoln PhD students who are investigating, respectively, flood histories and emerging contaminants of the River Witham and its tributaries, followed by a question and answer session.



The Harp: Tradition and innovation in the twenty-first century

Dr Martin Scheuregger (*School of Fine and Performing Arts*)

See page 15 for related article

Research/Background: Current research is investigating the cultural and musical position of the modern concert harp, and proposes new ways in which composers, players and audiences can engage with the instrument today. Current outputs of the research are a peer-reviewed article in *Contemporary Music Review* (forthcoming), a new solo composition (for harpist Oliver Wass), and a project with the Bristol Ensemble supported by St Hugh's Foundation for the Arts.

Activity aims:

- Inspire the public to engage with classical music as listeners, performers and composers.
- Introduce members of the public to the cultural understandings of musical instruments in an engaging and accessible way.
- Encourage young musicians to explore innovative musical ideas developed through research from their local university.
- Showcase the impact arts and humanities research has in day-to-day life experiences, and to encourage the public to see the University of Lincoln as an institution that has benefit to them.

Activity details: A workshop day for members of the public including audiences of the *Lincolnshire International Chamber Music Festival* and KS4/

KS5 music students, comprised of:

- **Interactive workshop** on the history and traditions of the harp with the opportunity to create compositional ideas.
- **Concert** – performance of pieces from the workshop, plus the world premiere of a new composition created in this project (see background)
- **Post-concert discussion** – discussion of what was explored in the workshop and how this was translated into the concert performance.
- **Filmed interviews** – short filmed interviews with participants about the day, exploring learning and experiences.

Other outcomes: A film and audio recording of the concert, an accessible precis of the research findings for a general audience, and a set of classroom resources (derived from the research) for KS4 and KS5 music teaching will all be made freely available online.

Evaluation: The events will allow participants to give feedback and present ideas to the organisers and in filmed interviews. Three surveys will also be disseminated: for the public, students and teachers. The findings of these will be used to evaluate the project and understand its impact and potential for future public engagement. It will also help inform the creation of related resources.



Interactive Event for Understanding Victorian Mental Health Care Robert Goemans (*School of Health and Social Care*)

See pages 16 and 33 for related articles

Research/Background: The *Lincoln Lunatic Asylum* (LLA) project is a cross-college project analysing current practice through a sociological understanding of the past. The LLA was opened in 1820 and became the first asylum in the country to achieve total abolition of mechanical restraint in 1837. Through an analysis of the original documents, current research is seeking to understand how the construction of identities, including conceptions of gender and class, influenced how people's madness was constructed and experienced.

Activity aims: Explore findings from the LLA project, alongside research from Dr Jade Shepherd (School of History and Heritage) and a consortium from the Rampton Hospital area, that investigates how people were understood within Victorian mental health care systems.

Capture insights and reflection from attendees on the research and interactively investigate how mental illness is stigmatised, challenging misconceptions and stigmas around mental health.

Activity details: A conference-style interactive event in the 'Blue Room' at The Lawns – the original ball room of the LLA. Attendees will include people with experience of using mental health services, mental health professionals and students at the University with an interest in mental health or social history. This user-led event presents findings from the LLA alongside other research focused on exploring how people were understood within Victorian mental health care systems, leading into a series of interactive activities, including 'world café' style spaces and graffiti walls. Through activities and discussion attendees build on the presented research to explore personal experiences and generate insights into the differences/similarities between Victorian and modern mental health care, capturing responses to research from those with experience or interest in mental health. This will feed back into current research comparing modern and Victorian approaches to mental healthcare.

Evaluation: Capturing of responses, emotions and views to the presented materials using tools such as graffiti walls and video diaries along with analyses of discussions from the day.



There's No Place Like Home: Justice, migration and the arts workshops Professor Stephanie Hemelryk Donald and Dr Kaya Davies Hayon (*College of Arts*)

See pages 16 and 22 for related articles

Research/Background: Professor Donald's 2018 book, *There's No Place Like Home: The Migrant Child in World Cinema* examines the figure of the migrant child in world cinema. A two-part series of workshops share knowledge based on this book, as well as developing the Justice, Art and the Migration (JAM) Network.

Activity aim: Use arts to engage young people with experience of migration (broadly conceived) with narratives around migration and hospitality.

Activity details: Two interactive and collaborative workshops attended by young people aged 18-25 years old with experience of migration, with 4 places reserved for older women who have a link to the community and can use the experience to inform their networks. The events:

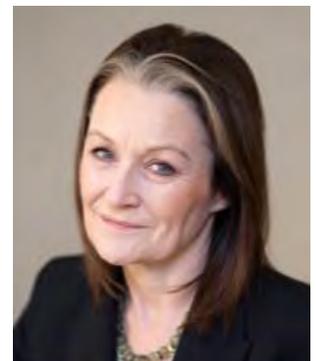
- offer opportunities for people of migrant or refugee backgrounds to use creative practices to reflect on the conditions of migration and settlement;
- contribute to the work of Community Links in creating safe spaces for people from Canning Town;

- create opportunities for genuine user-friendly, two-way engagement with original research.

Workshop 1: Collaboratively delivered by Professor Donald and a filmmaker/photographer to deliver a workshop on storytelling in film/performance.

Workshop 2: Led by a creative writer/poet from the University of Lincoln School of English and Journalism. Participants create short films, performance pieces, stories or poems, and are introduced to works about migration as well as to accessible sections from Donald's book and works by colleagues in JAM and University of Lincoln.

Evaluation: The workshops will be followed by informal focus groups, interviews and questionnaires where participants provide feedback, views and suggestions for improvements. As some users will have English as a second/third language, an RA with appropriate language skills and interview training will help in feedback processes.



Regular Events in Spotlight

TEDx BrayfordPool: It's a man's world – challenging nursing stereotypes

TEDx is a grassroots initiative whereby local communities independently organise events, talks and discussions created in the spirit of TED's overall mission to research and discover "ideas worth spreading", using format, rules and tools created by TED. In 2018 the TEDxBrayfordPool series became one of the fastest growing TEDx series in the UK, supported by local community partners, including University of Lincoln. TEDxBrayfordPool gives an opportunity for business and community leaders, academics, and innovators to showcase the best ideas and innovations that the people of Lincoln have to their community and beyond (see tedxbrayfordpool.com).



Sean Morton (*School of Health and Social Care*)

In September 2019 **Sean Morton** was invited to speak at *TEDx Brayford Pool* conference at the Engine Shed, themed *Re:Think*.

The talk^[1] was on challenging nursing stereotypes and Sean suggested that men should not be nurses (please read to the end) based upon four observations from society, the media, the nursing profession itself and the statistics which relate to men in nursing.

Sean's first observation was that the images that people see of nurses are not representative of what a nurse is and what the profession involves. From simple internet searches for nurses, the perceptions of children about nursing and the archaic imagery of nursing that became a media storm after the 2019 London Marathon, none of this portrays nursing in a positive light, least of all for men.

His second observation suggested that the media and in particular the film industry has done little to enhance the image of nursing. He cited two research articles^[2,3] which reviewed films from 1900 to 2007 where the portrayal of nursing is that nurses are divas or devils and men in nursing are immoral and corrupt. He also cites a hit series where men are simply 'sins against nature'.

His third point challenged his own profession where the titles 'Sister' and 'Matron' are still used. Outside of religious orders, he suggests, there is no other profession that he can recall that uses gender specific nouns in this way.

His fourth and final point is that the number of nurses on the Nursing and Midwifery Council register around 600,000 and of those only 11% are men and similar findings can be seen in many other countries globally.

You will be pleased to know that Sean actually does believe that men should be nurses and that what needs to change are perceptions of what nursing really is.

He proposed flipping perceptions on what nursing is and asked audiences to consider some famous nurses in history, firstly Edith Cavell, a WWI British nurse who served in Belgium treating both allied and German troops. She was executed in 1912 for treason: while brave, she was no diva. Secondly, he asked audiences to consider what Florence Nightingale was also famous for, we remember her for her work in the Crimea, she was the lady with the lamp who changed clinical practice and improved health.

It is probably her work on presenting her findings for mortality in the Crimea that she is least remembered for. She presented her data in the form of a polar area diagram, for which she is credited. She presented this data to the British Government and in 1859, she was admitted as the first female member of the Royal Society of Statisticians.

While she broke the glass ceiling for women in Victorian England, just 100 years later, a movie franchise that portrayed nurses as clumsy, unintelligent or sexual objects, saw their second film *Carry on Nurse* released in 1959.

This thought-provoking talk offered face-face and online audiences (with the talk since receiving 2383 views online) an opportunity to have their perceptions of stereotypes challenged, and pause and reflect on this current challenge.

Key references and further reading:

- [1] Talk: *It's a man's world – Challenging Nursing Stereotypes* (youtu.be/4UaJ2kVhEHc, 2019)
- [2] Publication: Stanley, D.J. *Celluloid angels: a research study of nurses in feature films 1900-2007* (onlinelibrary.wiley.com/doi/full/10.1111/j.1365-2648.2008.04793.x, 2008)
- [3] Publication: Stanley, D.J. *Celluloid devils: a research study of male nurses in feature films* (onlinelibrary.wiley.com/doi/full/10.1111/j.1365-2648.2012.05952.x, 2012)

Medieval Week

Dr Renée Ward (*School of English and Journalism*)

The University of Lincoln is fortunate to be located in one of the country's most vibrant medieval cities, and its students have the opportunity to live and study in an environment in which, through architecture, art, literature, and history, the medieval and the modern intertwine. Each spring, the University foregrounds this rich heritage with *Medieval Week*, an event that revolves around April 1st, or 'Whan that Aprille Day', an increasingly popular (unofficial) holiday that celebrates medieval literature and culture, inspired especially by Geoffrey Chaucer's famous work, *The Canterbury Tales*.

Launched by **Dr Renée Ward** and **Dr Hollie Morgan** in 2017, the initial *Medieval Week* was funded by the College of Arts' Teaching and Learning Innovation Fund and focused on the concept of '*Medieval Lincoln as Classroom*'. The project worked on the premise of a flipped classroom, emphasizing the city as a learning space and foregrounding interdisciplinary, experiential, and active learning alongside public engagement. The unifying theme of most events was Lincoln-specific: students examined representations of monstrosity across a variety of media, including manuscripts in the Lincoln Cathedral Library, art and architecture within the Cathedral itself, and stories of the city's popular medieval figure, Little Hugh (1246-1255), whose death in the 13th century was wrongfully blamed upon Lincoln's Jewish community.

Students and members of the public also had opportunities to participate in a pottery workshop with local artisan **Andrew MacDonald** (The Pot Shop), during which they learned about different medieval tile-making materials, techniques, and patterns, and to attend a public lecture by visiting scholar **Asa Simon Mittman**, Professor and Chair of the Department of Art & Art History (California State University, Chico). Professor Mittman also ran two experiential-learning master classes at the Wren Library and Lincoln Cathedral, for English undergraduate students and Medieval Studies graduate students.

Turn-out for both of these events was strong and participant responses viewed the events and their impact positively. Of those who attended the pottery workshop, 89% reported learning something new about the Middle Ages, while 72% of attendees at the public lecture (23% of whom were from outside of the academic community) agreed that the event changed the way they thought about the medieval period. Feedback on the pottery session suggested that those present enjoyed both the non-traditional aspect of the workshop with comments commending, the '*hands on*', '*creative*', and '*learning through doing*' opportunity it provided, while Mittman's public lecture received praise for being '*thought-provoking*' and '*eye-opening*', and for revealing '*interesting links to today and the dangers of "otherness."*'

In 2019, *Medieval Week* featured master-classes for English and Creative Writing students with former Poet Laureate of Canterbury, **Patience Agbabi**, who also gave a public lecture on her 2014 collection *Telling Tales*, a vivid, 21st century retelling of Chaucer's *Canterbury Tales*. Public involvement for this talk increased significantly, with 40% of respondents identifying as individuals from outside of the academic community, and 95% of all respondents noted that they found the event engaging and that they learned something new about the Middle Ages through their participation. One participant even remarked that they were now inspired to '*go back and re-read The Canterbury Tales.*' Students and members of the public again were able to participate in a craft workshop, this time featuring medieval manuscript production and local artisan **Toni Watts**, one of the few remaining professional manuscript illuminators in the UK. Participants created their own small piece of illuminated artwork using medieval techniques and materials.

Plans for Medieval Week 2020 are underway. This year's events include public lectures by **Dr Miriam Edlich-Muth**, Chair for Medieval Literature and Historical Linguistics (University of Düsseldorf), **Dr Lisa Voigt**, Professor of Spanish and Portuguese Early Modern History (Ohio State University), and **Dr Alejandro García-Sanjuán, Profesor Titular**, Medieval History (University of Huelva, Spain), and an on-campus secondary schools outreach programme led by Dr Ward and her students. These events are supported by the Lincoln Institute for Advance Studies Mobility Award, the School of English and Journalism and the School of History and Heritage, particularly the Medieval Studies Research Centre, REEC (Race, Ethnicity and Equality Committee), and the Global and Transregional Research Group.



Café Scientifique



Café Scientifique is an initiative that takes place across the country, sharing research through a series of regular, short informal talks with opportunities for questions and discussion, for anyone with an interest in exploring the latest ideas in science and technology. Events take place in cafes, bars and restaurants including, new in 2019, two Lincolnshire locations: Market Rasen and Lincoln.

Market Rasen

Ray Mason (*Community Learning in Partnership*)

Community Learning in Partnership (CLIP), a local Social Enterprise, has collaborated with the University of Lincoln to pilot a series of monthly *Café Scientifique* events in Market Rasen. Designed to give access to scientific ideas and issues, and aimed at an audience which would typically not get access to debates of this nature, the pilot sessions have proved a success, leading to regular events. After an initial discussion with **Professor Carenza Lewis** a number of departments have contributed to five sessions offered so far:

- The Science of Sleep
- The Future of Food Production
- The Antibiotic Crisis
- The Climate Crisis
- Quantum Mechanics

Attendance at each session has been good, averaging around 20 people. Written feedback has been obtained from each session and has been overwhelmingly positive with 100% of respondents finding the topic interesting/relevant, 100% saying they felt more informed about the topic, and many expressing the desire for more sessions on a wide variety of scientific topics. The willingness of university staff to travel and deliver these sessions has been particularly appreciated. From a departmental point of view it has given academics the chance to engage with, and be challenged by, members of the public in what has often been lively debates.

As with all initiatives of this nature one of the important considerations is the potential impact and “spin – offs” it can

create. Early signs have been encouraging with the probable formation of an environmental action group in the Market Rasen area following on from the Climate Crisis session, a member of the university staff joining the management board of CLIP and a community meeting in Mablethorpe to discuss possible projects regarding the rewilding of parts of the East Coast convened by **Professor Mo Ray**. More sessions are planned for the new year^[1] and the initiative demonstrates how developments such as these can be beneficial both to the community the University serves and the University itself.

Lincoln

Dr Nicki Law (*Abbey GP Medical Practice*)
and **Professor Graham Law** (*School of Health and Social Care, University of Lincoln*)

Dr Nicki Law and **Professor Graham Law**, a local GP and a University professor, have recently launched the new *Lincoln Café Scientifique*, aiming to entertain and inform people who have some interest in science. These events encourage understanding and debate about topical scientific research in an informal setting.

Speakers present a short talk on an area of science in which they have been involved and this is then followed by questions. It is intentionally held off-campus to encourage people to attend and get involved. The events are held in Caffe Portico, Lincoln on the second Tuesday of the month from 7:00pm-8:30pm and are free to attend. The aim is to encourage questions, answers and debate about interesting and cutting-edge research in a relaxed, informal environment.

The events have been very successful, with each fully booked with 50-60 attendees. The first two events, taking place in 2019, discussed *Sleep, Science and Myths* and *How Microbes Affect Wine*. The first talk in 2020 was on 14th January about the climate emergency and aims for a University zero carbon campus. Other talks taking place in 2020 include *Battling Against Bias in Forensic Science* and *Unhealthy Rivers*^[2].

Key references and further reading:

[1] Event website: cliplarning.com/learning-centres/market-rasen

[2] Event website: cafesci.blogs.lincoln.ac.uk

Pint of Science Comes to Lincoln

Written by **Dr Nadia Andreani** (School of Life Sciences)

Pint of Science is an annual science festival engaging members of the public with research, taking place in cities across the world since 2012. In 2019 a group of staff and PhD students at the University of Lincoln decided to bring the festival to Lincoln.

Pint of Science took place 20th-22nd of May 2019 in three Lincoln high-street venues: The Lion and Snake, The Pessimist Gin & Wine Bar and Caffè Portico, with 296 people attending the events across 3 evenings. 20 speakers, from different Schools across the University, gave 18 talks on a wide range of topics including: *Promoting optimal experiences in exercise: time to change our approach?*, *'From farm to fork – the agri-robotics revolution'* and *'Paint analysis – layers of understanding'*.

Feedback given on forms completed by audiences was outstanding; 97% of respondents reported that they learnt something new by attending the event; 84% felt inspired by the event; and 96% wanted to attend more events like *Pint of Science*. Audiences found the experience enjoyable, accessible and interesting with comments including:

'Very interesting mix of topics and great speakers! Really enjoyed it!'

'Great event! Entertaining and accessible even though the subject matter was new to me.'

Speakers also had a positive experience of *Pint of Science* 2019 with the event offering an informal setting to share research which *'made it more of a conversation than a talk.'* 100% of speakers responding to feedback surveys said they enjoyed being part of the festival and would recommend taking part to University colleagues, describing the experience as being:

'great to engage with a different audience outside of our usual circles'

'[a] fantastic opportunity to reach a wider audience at a relaxed and enjoyable event.'

As part of *Pint of Science*, the organising team also hosted an event in January 2019, *An Evening with an Astronaut* with **Dr Michael Foale CBE**. The sell-out event took place at the University of Lincoln with 471 people attending. Feedback from the audience was outstanding, with 97% rating the event 'very good' or 'excellent' with one comment including:



'The event was excellent. It was fascinating to hear the incredible inspirational stories Michael Foale shared. He was an excellent speaker and I was very grateful that he took the time to have photographs with 100s of people. His ability to communicate with the children in the audience was commendable. The event was very well organised, thank you to all those involved, thanks to you I got to meet a real life astronaut!'

The event reached a new audience for the University, with 66% saying they had never attended an event on Campus before. 87% of respondents came away feeling inspired by the event with 96% having learnt something new and 99% wanting to attend more events at the University in the future.

After a very successful first *Pint of Science* festival at Lincoln, the organising team was awarded a Public Engagement with Research Excellence Award in 2019 and is now organising *Pint of Science* 2020. A second *An Evening with an Astronaut* event took place on 5th December 2019, with members of the public meeting **Dr Steve Swanson**, and *Pint of Science* will take place on the 11th - 13th May 2020^[1].



Key references and further reading:

[1] Event website: pintofscience.co.uk/city/lincoln

Being Human Festival 2019 in Lincoln

Moving Stories: Discovering lives lived differently

Being Human Festival took place from 14th - 23rd November 2019, organised by the University of Lincoln. The city was one of five national hubs around the UK, hosting a wide range of events focused around the theme *Moving Stories: Discovering lives lived differently*, taking place in Lincoln, Gainsborough and Harlaxton, Grantham.

Moving Stories revealed the different ways in which human lives can be lived as researchers in art, music, literature, film, history, archaeology, theatre and digital technology explored stories of migration, inspiration, resilience and imagination. 13 free events, including performances, talks, workshops, exhibitions and more, explored a wide range of topics from robotics to Asian culture and mental health to harp music.

1400+ people aged from 5 to 65+ came to Lincoln's *Being Human Festival 2019* events over the course of the 10 days. Through these events, *Being Human Festival 2019* audiences gained new learning, skills, perspectives and also awareness of current research. 59% of respondents to feedback forms had never been to an event about University research before and 85% left the event with an increased awareness of research. 84% of respondents gained an understanding of how the subject of the event they attended related to everyday life, with 87% feeling encouraged to find out more about that subject.

Key references and further reading: [1] Event website: beinghumanfestival.org/2019-festival-programme

Illuminate Gainsborough 2019 – Mayflower ‘400’

Anna Scott (College of Arts) and West Lindsey District Council, supported by Arts Council England funding | Gainsborough Town Centre

A street parade and performances commemorated 400 years since the Mayflower's voyage, the Pilgrims' story and its connection to Gainsborough, Lincolnshire in the Pilgrim Roots region. Featuring digital projections onto Gainsborough's historic Old Hall and a parade through the town with willow lanterns made by artists, community groups and young people from Gainsborough, *Illuminate* was a highlight in the events calendar for *Mayflower 400*, the UK's official commemorative programme and partnership celebrating the 400th anniversary of the Mayflower's voyage.

350+ participants took part in the event with audiences of 200+ spectating on the street and 500 people having been involved in workshops leading up to the event. Highlights of the event included 'the support of the community', seeing people 'creating the lanterns' and 'taking them on the parade', and the 'friendly happy atmosphere' with attendees describing *Illuminate* as a 'great community event'.

[1] Programme website: mayflower400uk.org

[2] Event webpage: discovergainsborough.com/pilgrim-roots



Photo credit: West Lindsey District Council/Electric Egg

Archive in a Digibox

Professor Heather Hughes (Department of Marketing and Tourism) | The Bull Inn, Rippingale & Riseholme Hall, Riseholme

See page 6 for related article

The team from the International Bomber Command Centre (IBCC) Digital Archive at the University of Lincoln held two workshops introducing communities to the basics of building a digital archive. Making an archive digital means being able to share it with others, around the corner or around the world – with family, friends, community, organisations, clubs. Attendees were encouraged to bring a couple of photos to have a go, with the team delivering training on how to use archiving equipment and what to do next.

Feedback showed that this opportunity reached audiences who are building digital archives for their communities and organisations, equipping them with valuable knowledge and skills to assist in this. An attendee who is building a digital archive for East Anglian Women's Institute groups commented that 'I really can't thank you all enough for such an interesting afternoon... I came away with so much food for thought' and a cyclist who is building a digital archive for cycling clubs in Leicester, with memorabilia dating back to the 1930s, said 'Thank you very much indeed for such a helpful afternoon... Your time is greatly appreciated. Your guidance in our mission will be invaluable.'

The connections built with these attendees has led to the IBCC Digital Archive offering follow-up sessions and extended support to these individuals and their communities.



Hack a Robot

Professor Marc Hanheide and **Dr Paul Baxter** (*School of Computer Science*) | **The Collection Museum, Lincoln**

See page 26 for related article

Lindsey the Robot is currently giving people tours around The Collection Museum, Lincoln, telling them about various artefacts and times past. A series of seven workshops taking place over the course of *Being Human 2019* offered audiences an opportunity to come and help improve what Lindsey does. Attendees worked with robotics researchers from the University of Lincoln to design and programme a new tour for Lindsey the Robot and then watched it come to life as Lindsey performed their tour around the museum.

15 people in 6 groups took part in workshops taking place throughout the festival, and had a go at programming Lindsey. Audiences enjoyed 'having "a say"' in how Lindsey delivers her tours and developing a new understanding of 'the work that goes towards programming a robot'.



Discover the Harp

Dr Martin Scheuregger (*School of Fine and Performing Arts*) and **Oliver Wass** (*Harpist*) | **Mansions of the Future, Lincoln**

See page 8 for related article

Discover the Harp offered the opportunity for audiences to gain behind-the-scenes insight into the fascinating world of composing and performing music for the harp. With no specialist knowledge needed, this event got audiences up close and personal with the harp as award-winning harpist Oliver Wass and composer Martin Scheuregger led attendees through a hands-on workshop, performance and discussion. Audiences heard harp music, learnt about the instrument and its history, and had a go at composing music for the harp.

Workshop attendees commented that they were 'thrilled to be allowed to have a go on the instrument', and that they gained a new understanding of 'how complex it is to play the harp' and the 'importance of music-making to humanity'.



Dodging the Black Death

Professor Carenza Lewis (*School of History and Heritage*) | **Harlaxton Manor, Grantham**

Dodging the Black Death demonstrated how understanding of the origins and impact of the Black Death is being transformed by recent new research. This talk looked at data from Russian prairies, French graveyards and London railways alongside work in English villages including Lincolnshire, exploring what we can now say about the causes of the Black Death, the scale of its catastrophic impact on medieval society, its long-term effects on the world we inhabit today - and whether it could ever strike again. This accessible talk for all was followed by a Q&A session; "Everything you always wanted to know about the Black Death but were afraid to ask...".

105 people attended *Dodging the Black Death*, gaining new learning and awareness of current research, with audience comments including '[I] didn't know how devastating the black death was' and that 'people are researching a disease that happened hundreds of years ago'. Finally, the event offered 'a new opportunity to be involved in the Harlaxton community'.



Hidden Gems

Dr Cassandre Balosso-Bardin (*School of Fine and Performing Arts*) | **LPAC, Lincoln**

Hidden Gems celebrated Lincoln's East and South East Asian communities through a series of interactive workshops for all, including Lincoln Community Gamelan, Japanese calligraphy, Asian food, Tai Chi, Taiko drumming and an interactive walk-through exhibition with a kimono photo-opportunity - followed by diverse performances of music, dance, poetry and more.

152 people attended the event, learning about and celebrating local South East Asian culture, leaving them inspired to find out more. Attendees commented that 'It's wonderful to celebrate Lincoln's diversity' and develop new 'cultural awareness' of the 'amazing South East Asian culture in Lincoln'. When asked what the main thing they would take away from the event, audience comments included 'How much we love the Erhu music, an instrument we never knew existed. Sounded fab!'; 'The music and tai chi is fabulous - need to learn more'; 'Diversity, Respect, Uniqueness'; and 'Embracing creative culture to the fullest, especially Asian culture. It's so expressive.'



*Photo credit: S L Hillman
Photography and Video*

Madness, Past and Present

Robert Goemans (*School of Health and Social Care*) | **The Blue Room, Lincoln**

See pages 9 and 33 for related articles

Madness, Past and Present, an interactive conference, took place in the original ballroom of the *Lincoln Lunatic Asylum*, attended by those with a variety of experiences of, or interest in, mental illness. Academics shared their research into the history of madness through 4 talks, followed by a series of activities in which audiences explored this research and reflected opinions back to researchers on the meanings taken from this work. These responses will feed back into research, shaping analysis, making sense of experiences, and forming connections between Victorian and contemporary understandings of, and 'treatment' of, madness.

60 people attended the conference, coming away with new knowledge of the historic treatment and understanding of mental health, and increased awareness of current research in this area. When asked what they would take away from the conference, attendee comments included the *'Historic details and variety of perceptions of mental health'* and *'How mental health crosses over the generations'*. Attendees also took away a *'new take on [the] usefulness of research'* and a *'growing awareness of the extent to which public and academic interest is growing in this area'*, leaving the conference feeling inspired to explore this topic further; *'[I] would like to research more into the history of mental health institutions in Lincoln'*.



Childhood Curtailed

Professor Stephanie Hemelryk Donald and **Dr Kaya Davies Hayon** (*College of Arts*) | **Groundlab, Lincoln**

See pages 9 and 22 for related articles

In 2018, 13.9% of global migrants were under the age of 18, many travelling alone, and many more experiencing detention in prisons and camps. In two workshops, *Childhood Curtailed* showed and discussed a series of films and images produced by children, professional photographers and filmmakers in the last decade of global mobility. Through media, storytelling and ideas of colour and place, primary and secondary school students, parents, young people and local community groups considered the idea of 'home' and how the locality looks to them through the eye of a camera.

30 people, including 20 young people, attended *Childhood Curtailed* over 2 days. During the workshops, local primary school children designed their own community and dwellings, inspired by their own experiences and the images on display, which have been exhibited together at Groundlab. Some participants spoke English as an additional language and featured aspects of their lives prior to living in the UK in their creative outputs. This stimulated a detailed discussion about what home and 'Being Human' means. Through these workshops, participants and visitors to Groundlab learnt about 'place', developed new creative skills and enhanced attitudes to the community (from Jenesys Associates Ltd – External Evaluator observation notes).



Really? A Dig on a Council Estate?

Professor Carenza Lewis (*School of History and Heritage*) | **The Collection Museum, Lincoln**

This interactive pop-up exhibition offered audiences an opportunity to explore what an unlikely archaeological dig on a post-war council estate in Lincolnshire revealed and why it matters. Visitors could talk to diggers, peruse finds, take part in a mock excavation and have a go at a table-top finds-hunt, competing for archaeological bingo prizes

200+ people from the ages of 5 to 65+ visited *Really? A Dig on a Council Estate* on 23rd November. Adults and children alike discovered the importance of carrying out archaeological excavations far closer to home than they expected; and what this can reveal about how we live, with comments including: *'Fascinated to learn about the application of archaeology to a [c20th] housing estate and the insight it gives to more recent social history'* as well as *'the relevance and impact of social housing on a community'*. Comments showed that attending the exhibition changed attendee perspectives; *'I will look at housing differently from now on.'* and *'there are things to discover everywhere'*. The exhibition raised awareness of the potential opportunities available to get involved with projects at the University, with attendees commenting; *'I had no idea about this type of community project - there should definitely be more!'*, and *'Daughter will show and tell at school'*, with one visitor left inspired to *'do a test pit on my allotment and garden!'*



'The Grapes of Wrath' at 80

Dr Andrew Rowcroft (*School of English and Journalism*) | **Brayford Pool Campus, University of Lincoln**

John Steinbeck's *The Grapes of Wrath* remains one of the great works of American Literature. To celebrate the 80th anniversary of the novel two academics, Dr Andrew Rowcroft (School of English & Journalism) and Dr Thomas Bishop (School of History and Heritage) each gave a 20-minute talk followed by a question and answer session discussing the novel in relation to US history, contemporary politics and climate change.

The talks, attended by an audience of 30, were described as 'very informative and thought-provoking talks by passionate speakers', inspiring audiences with a 'renewed drive to read the novel'. From attending the event, attendees developed new skills 'to look more critically at themes contained [in the book]', and new perspectives of both the novel, including 'different literary interpretations of the text', and current issues. When asked what their takeaway messages from the event were, audience comments included 'the centrality of migration to the human condition' and 'the stagnant response to our environmental crisis'. Finally, the event inspired continued learning; 'I'd like to go to another event, I'd like to learn more stuff.'



Haunted

Dr Scott Brewster (*School of English and Journalism*) and **Dr Kelly Jones** (*School of Fine and Performing Arts*) | **St Mary's Guildhall & LPAC, Lincoln**

Through a collection of performances and storytellings, *Haunted* explored both local and literary tales of ghouls, the uncanny, buried secrets and things that go bump in the night. Featuring work from students from Lincoln School of Fine and Performing Arts, two evenings of performances celebrated the continuing lure of the ghost story on the imagination, accompanied by short talks that reflected on how ghost stories on the page and the stage still fascinate us in the twenty-first century.

A total of 95 people attended *Haunted* over the 2 evenings. This event inspired audiences to reflect on the importance of storytelling, and the ways in which we do this. Comments from attendees included: 'I will take away a renewed passion for live storytelling and how moving, evocative and creative it can be' and 'I really enjoyed the performative element. It was interesting to think about how the ways in which we tell stories impacts our perception of them. I hadn't thought about that before and it was an interesting concept to consider.' The event also offered audiences the enjoyment of theatre in a local venue; 'Wonderful opportunity to be in a fantastic, local heritage site in order to celebrate the arts.'



Unearthing Roman Riseholme

Network Archaeology | **The Collection Museum, Lincoln**

See page 21 for related article

Visitors of all ages were welcomed to this hands-on multi-activity pop-up exhibition at The Collection, Lincoln, sharing discoveries made during an 8-day community archaeological excavation project in July 2019, *Wings to the Past*. Attendees could talk to archaeologists about what was found at Riseholme, near Lincoln, hear from volunteers about their experiences, see and handle 1,800-year-old finds, and learn about life in Roman Britain.

200+ people visited *Unearthing Roman Riseholme* offering audiences a chance to develop a new understanding about local archaeology and research taking place. One visitor commented that it was 'wonderful to be able to find out more about our past from the finds and display and from speaking to the archaeologists' with others taking away a new awareness of '*Wings to the Past*' and the discoveries at Riseholme' and a new understanding of 'the value of the [community excavation] project for the military'.

Organisers also enjoyed the experience, particularly having the opportunity to share research with audiences and connect with other volunteers. One volunteer from the event said that 'It was wonderful to see everyone again and look at some of the finds we had excavated', and commented on 'how rewarding it is to contribute to excavations that bring people together.'



Brushes with Recovery

Conan Lawrence (*School of Fine and Performing Arts*) | **LPAC, Lincoln**

See page 5 for related article

Each year students and staff from the University of Lincoln's Fine Art department work with Addaction, a leading drug, alcohol and mental health charity, on a unique undergraduate module in which students mentor Addaction service users in the creation of artwork for public exhibition. Over the course of an 11-week programme, undergraduate students mentor service-users in the production of artworks, inspired by matters of importance to them. The programme explores the links between creativity and recovery, in particular between Art Therapy, participatory arts and the holistic approaches these fields offer to improve service users' wellbeing and social connections. *Brushes with Recovery* shared the processes behind this enabling partnership and the positive impact it has had on participants, through a talk and discussion taking place at LPAC, Lincoln.

The event raised awareness of this programme, showcasing its unique partnership with audiences and the processes that facilitate this, as a model for all to be inspired by and learn from. A post-talk discussion offered an opportunity for attendees to ask questions and explore the importance and impact of this project further, which will be continuing in 2020.



Publicly Engaged Research Projects

Narratives of Ageing: From the nineteenth century to today

Dr Amy Culley (*School of English and Journalism*)

English researchers at Lincoln are offering new perspectives on the urgent contemporary question of ageing by examining cultural and historical narratives of late life and engaging with older people and the organisations that represent them.

Dr Amy Culley's research recovers women's narratives of late life in journals, correspondence, memoirs, and biographies in the early nineteenth century in both manuscript and print. These sources provide rare insights into women's ageing in a period that has important legacies for the present. In addition, on 23rd July 2019, Lincoln hosted an international conference, *Narratives of Ageing in the Nineteenth Century*, and funded a LIAS Visiting Fellowship for **Professor Devoney Looser** (Arizona State University), a world expert in literature and ageing.

Through reading groups, workshops, and talks based on this research, people have shared and developed their views to challenge negative stereotypes of late life and reimagine the potential of ageing. *The University of Lincoln's Older Readers' 21st Century Literature Book Group* was established in 2014 in collaboration with Age UK Lincoln and has now completed its sixth year. During the summer, readers took part in a workshop discussing nineteenth-century accounts of 'good ageing' followed by a talk from Professor Devoney Looser on *Ageing in Public: Seeing Women Writers Across the Life Course* with an audience of more than forty people. These activities provoked lively debate on topics including ageism, narratives of decline vs 'good ageing', attitudes to care, ageing and poverty, intergenerational relationships, late life creativity, and older women's cultural invisibility, prompting one participant to comment 'age should not be the reason why you do or do not achieve anything'.

The conversation has been extended through talks by Dr Amy Culley, **Dr Alice Crossley**, and **Dr Rebecca Styler** at the Oxfam Book Shop, organised as part of the Lincoln Book Festival. Dr Culley presented personal accounts of old age from diaries and letters discovered during her archival research, which challenged the association of ageing with dependency and decline. The audience, which filled the bookshop, were stimulated to think about their own writing practice, with one commenting that it:

'helped crystallise some thoughts I have been having about growing older as a woman and writing about it.'



The discussion has also developed through a British Academy Conference, *Narratives of Old Age and Gender*^[1], organised in collaboration with the universities of Keele and Loughborough. The conference brought together more than seventy international researchers, campaigners, creative practitioners, arts educators, and charity-workers, and included a subversive catwalk of older models and a roundtable discussion with representatives from Age UK and National Pensioners Convention. One campaigner commented that the conference:

'helped me put into words things that I felt instinctively, but didn't know how to articulate and backed it up with history and research [...] I don't feel so alone now [...] I feel so much more confident to make connections with other people and organisations and talk about the things that need to change.'

Collectively, these activities show how examining the narratives of ageing available in different historical periods, including our own, contributes to a vital and ongoing conversation regarding attitudes to old age and the place of older people in our society.

Key references and further reading

[1] Event webpage: thebritishacademy.ac.uk/events/narratives-old-age-and-gender

Lincolnshire Diversity in the Arts

Dr Arya Madhavan and Dr Sreenath Nair (School of Fine and Performing Arts)

The *Lincolnshire Diversity in the Arts: Research and Development* project was an Arts Council England funded research project aiming to initiate and develop a new thinking on cultural and artistic diversity in rural England, by taking Lincolnshire as a case study. The project was in direct response to the flagship diversity policy of the Arts Council England and its new vision outlined in *The Creative Case for Diversity*. The first of its kind, the project had a novel focus and sat between the current debates around artistic diversity and rural arts. This project opened up a dialogue about artistic diversity that had never previously taken place, primarily because artistic diversity has always been understood as an urban trait.

The aims of this project were to:

- Assess the existing challenges of bringing diversity to the county's arts sector.
- Develop a model of multicultural theatre production that pilots public engagement in diverse arts in Lincolnshire.
- Initiate thinking around artistic diversity in the county by collaborating with various organisations and arts managers/practitioners.
- Develop a strategy to bring artistic diversity to rural England, by taking Lincolnshire as a case study.

In order to achieve these aims three public-facing activities were developed: a) the production and touring of an Indian play in selected arts centres around Lincolnshire, b) two surveys, the first being an audience survey to study understanding and interest in culturally diverse arts, and the second survey asking people in Lincolnshire about their experience of diverse arts, and c) a one-day symposium bringing together cultural and community leaders as well as artists in an event of artistic exchange, around the theme of diversity. The project activities and surveys reached over 600 participants in the county. The methodological framework of the project was a combination of case study, questionnaire and interviews, integrating both quantitative data analysis and qualitative approach to ethnographic research methods. The findings from this project were captured in a report^[1] that revealed some key challenges when discussing the artistic diversity in a rural setting such as Lincolnshire. Research questions used to design project activities included:

Key references and further reading

[1] Report: eprints.lincoln.ac.uk/id/eprint/31117

[2] Online article: artsprofessional.co.uk/magazine/311/feature/rural-england-there-appetite-culturally-diverse-art

[3] Online article: artsprofessional.co.uk/news/retired-rural-audiences-hungry-diverse-work-report-finds



- What are the existing challenges in diversifying arts in the rural England, specifically, Lincolnshire?
- Should rural England have a distinct approach to cultural diversity in comparison to urbanised places?
- What approaches to arts awareness might engage rural audience in diverse cultural activities?
- Could theatre be a significant cultural category to impart cultural dynamism to less diverse parts of the UK?

Based on the research that was conducted the project team concluded that the development of rural artistic diversity demands a new thinking and a prolonged period of audience development activities. The communities in Lincolnshire have currently limited opportunities to engage in culturally diverse performances, but there is a strong appetite for them from the county. The key impact of the project was the generation of thinking in this direction for the first time.

Community Archaeology in Rural Environments

Professor Carenza Lewis (School of History and Heritage, University of Lincoln), **Professor Heleen van Londen** (University of Amsterdam, Netherlands), **Professor Arkadiusz Marciniak** (Adam Mickiewicz University, Poznań, Poland), **Dr Anna Rabinovich** (University of Exeter, UK) and **Dr Pavel Vařeka** (University of West Bohemia, Plzeň, Czech Republic)

CARE-MSoC (Community Archaeology in Rural Environments - Meeting Societal Challenges) is a three-year inter-disciplinary international research project led by **Professor Carenza Lewis** (School of History and Heritage, University of Lincoln) and funded by the European Union through national research councils in the Czech Republic, Netherlands, Poland and UK. The project has two key objectives. The dual first aim is to advance historical knowledge of rural settlements through archaeological excavations by local volunteers, while also studying the benefits of participation to people and communities in different countries. The second aim is to help make community archaeology more widely available across Europe in the future - it is well-established in the UK, but rare elsewhere in Europe and especially so in eastern Europe.

CARE (as it tends to be called) involves members of the public in numerous small archaeological excavations within their home village looking for finds which can throw new light on the settlement's past development. Feedback from similar projects in the UK has shown that, as well as producing new evidence for the impact of phenomena as diverse reconstruction^[3], participants can accrue a wide range of benefits, including new knowledge and skills, raised academic aspirations, enhanced self-esteem, strengthened social networks and enhanced interest in local history and heritage^[2].

Hundreds of members of the public took part in *CARE* excavations in 2019 in seven villages – four Dutch, two Czech and one Polish. Surmounting the inevitable challenges of persuading residents and/or local officials of the merits of the novel idea (in these countries) of digging in rural villages with no previously known archaeology, the excavations are not only producing thousands of new archaeological finds but also proving very popular. In the Netherlands the number of people wishing to take part snowballed so rapidly over the course of four digging weekends that the team had to pause the programme to allow for additional staff recruitment, while in Poland, the excavations of 12 test pits in Chycina in western Poland involved a remarkable 25% of all the village's inhabitants.

Closer to Lincoln, in October 2019 scores of residents excavated nine test pits in Old Dalby, Leicestershire, directed by Professor Lewis with support from **Professor Craig Marsh** (Lincoln International Business School), **Shanti Putnam** (Old Dalby History Group) and **Heritage Lincolnshire** staff. Three University of Lincoln psychology



students worked with **Leicestershire Fieldworkers Group** volunteers conducting a 'before and after' survey developed for the *CARE* project by the University of Exeter psychologists comparing the responses of excavation participants to those of village residents who did not participate in the excavations. The dataset (which includes responses from the Netherlands as well as Old Dalby) is still quite small, but analysis suggests that significant psychological benefits are observable among participants, and that these stem specifically from an increase in perceived levels of community connection, place attachment, life satisfaction, self-efficacy as well as a range of positive emotions. This is the first time that the specific psychological benefits of community archaeology have been identified using rigorous scientific testing. The *CARE* project continues until 2022.

Key references and further reading

[1] Project website: archaeologyeurope.blogs.lincoln.ac.uk

[2] Publication: Lewis, C. *Archaeological Excavation and Deep Mapping in Historic Rural Communities* (eprints.lincoln.ac.uk/id/eprint/18909/, 2015)

[3] Publication: Lewis, C., Waites, I. *New light on an old problem: Child-related archaeological finds and the impact of the 'Radburn' council estate plan* (eprints.lincoln.ac.uk/id/eprint/38720, 2020)

Wings to the Past

Professor Carenza Lewis (School of History and Heritage, University of Lincoln), **Dr Adam Daubney** (Lincolnshire County Council), **Group Captain Brian James OBE** and **Sqn Ldr Suzy Watts** (RAF Waddington), **Kealey Manvell** and **Claire Lingard** (Network Archaeology), **Professor Simon James** (University of Leicester)



See page 17 for related article

Wings to the Past was a community archaeology project funded by the Armed Forces Covenant to promote wellbeing, mental health resilience and give 'quality family time to families of RAF personnel serving in Lincolnshire'. The project included a launch event at The Collection and a tour of Roman Lincoln, archaeological geophysical and field-walking surveys and a series of classroom sessions introducing participants to archaeological finds and methods culminating in eight days of research excavations on a suspected Roman site on the University of Lincoln's Riseholme campus.

Data from the geophysical survey and the field-walking conducted by the volunteers helped archaeologists decide where to place a total of seven archaeological trenches. These revealed the remains of out-buildings of a Roman farm, which were excavated by volunteers under the supervision of archaeologists from **Network Archaeology** with frequent visits from University staff including **Professor Carenza Lewis** (Professor for the Public Understanding of Research), **Julian Free** (Deputy Vice Chancellor, People Services & Operations) and **Simon Parkes** (Deputy Vice Chancellor, Finance & Infrastructure).

The excavations showed that most of the artefacts dated to the third and fourth centuries AD, but there was also evidence for activity dating to the first and second centuries AD. The longevity of the site may be explained by its close proximity to the major Roman road, Ermine Street and to Lincoln, one of the most important cities in Britain in the Roman period, and Riseholme's involvement in regional trade was demonstrated by a significant collection of coins recovered during the excavation (mostly forgeries!). The excavations also recovered a small amount of more recent pottery spanning the period from 400

AD – 1700 AD, hinting at continued human activity around the site, although the small numbers of sherds recovered makes it unlikely there was a large settlement in the immediate vicinity.

Sixty volunteers took part in the excavations, including local people and ten families with at least one parent serving in the RAF or other military service. There was a vast age range involved, with the youngest member being 6 months and the oldest an octogenarian. Feedback was 100% positive, and provided valuable insight into the ways in which people benefitted. Comments highlighted how volunteers enjoyed learning new skills and working with experts, with one member remarking that they had: "... *forgotten the joy of talking to enthusiastic experts. A real pleasure to be part of this team.*"

Others were grateful that it allowed them to learn about the history of a county they had lived and worked in for their entire life: "... *They helped me learn new things and discover my Lincolnshire past.*"

Finally, it allowed many to decompress, unwind and recharge, both physically but more importantly mentally, with volunteers remarking:

'I have certainly learnt many new skills and have also met some lovely people. ...our daughter has benefited a lot from being exposed to different environments outside of her comfort zone.'

'Didn't approach the project for any other reason than the heritage/history but found a sense of peace whilst participating. Forced me, and us as a family, to slow down, re-focus and spend time together without distractions. I was surprised at the positive mental health impact.'

This, of course, was the primary aim of Wings to the Past.

The project also included workshops, lectures, open days and a live broadcast from the site by BBC Radio Lincolnshire. An open day including display of finds and a tour of the trenches was held at the end of the final week of excavations. A one-day pop-up exhibition of finds was held as part of the University of Lincoln's contribution to the *Being Human* festival of humanities research at The Collection in Lincoln on 23rd November 2019.

Key references and further reading

[1] Publication: Berry, N. *Archaeological Trial Trenching Community Excavation Event University of Lincoln: Riseholme Campus 20th to 28th of July 2019: Report of Findings*. (accessible via enquiries@netarch.co.uk, 2019)

There's No Place Like Home

Professor Stephanie Hemelryk Donald and Dr Kaya Davies Hayon (College of Arts)



PEARL Activity Grantholder 2019-20 – see pages 9 and 16 for related articles

There's No Place Like Home is a research project run by **Professor Stephanie Hemelryk Donald** and **Dr Kaya Davies Hayon**, which uses arts-based interventions to explore the relationship between migration, detention and the arts. In July 2019, Donald and Davies Hayon worked in collaboration with academics from across the College of Arts to deliver an intermedial arts event at **Community Links**^[1], a community organisation serving the inhabitants of Canning Town in London with a vision for 'Ready for Everything Communities'. The event combined readings by the world-renowned poet **Lemn Sissay** and by London-based actor **Anthony Taylor**, an exhibition and screening of multi-award-winning Iranian-Australian artist **Hoda Afshar's** immersive installation *Remain*, a live Skype talk with author and activist **Behrouz Boochani** who was being held in detention on Manus island off the coast of Australia, and the London premiere of Lincolnshire-based composer **Simon Le Boggit's** composition *Dislocation*, which responded

to the ideas in Boochani's work. The research team also ran workshops for local community members from diverse ages and backgrounds to engage with questions around migration, detention, hospitality and integration through arts-based practices (music, sound, photography).

The event was sold out with 120 people booking places online via Eventbrite and 9 more dropping in on the night. Feedback, collected via face-to-face discussions, hard and digital copies of questionnaires, emails and Tweets, showed that information-sharing combined with creative practice increased understanding and commitment for change, and that the event altered people's attitudes about migration and detention, thereby achieving its primary objective of deepening public awareness of migrant and refugee rights through arts-based practices. 84% of attendees felt that the event had affected their views on the conditions for refugees worldwide, in the UK and in the local area.

Key references and further reading

- [1] Project website: migrationandart.com
- [2] Project social media: twitter.com/migrationandart and fb.me/migrationandart
- [3] Partner website: community-links.org

The Impact of Dog-Human Related Activities on Human Wellbeing

Ana Maria Barcelos (*School of Life Sciences*)

PEARL Activity Grantholder 2019-20 – see page 5 for related article

For a few decades, dog ownership has been reported to improve human wellbeing in studies across the literature, e.g. decrease in depression, increase in life satisfaction. This association, however, is not as straightforward as it appears. Publications are conflicting in their findings, with some disagreeing and suggesting that dog ownership is not related to wellbeing, or even has a negative impact on people's lives. These conflicting findings hinder progress in the field of dog-human interactions. One of the causes for the inconsistency is the recurrent comparison between dog owners and non-owners, with a lack of consideration to the range of different activities dog owners are involved with, even though different activities are likely to have a different impact on wellbeing.

In order to recognise, for the first time, which dog-human related activities are the most important for the wellbeing of dog owners and to create a framework of these activities, 6 focus group sessions with a total of 35 dog owners (around 6 participants per group) were conducted. These sessions were funded by PEARL, allowing participants to have pizza, snacks, drinks and socialise with like-minded people. 58 dog-human related activities and 15 themes emerged from the analysis of the focus groups. Improvements in different aspects of wellbeing were associated with specific dog human related activities, as expected by the author. Calmness, for example, was more associated with tactile interactions with the dog, while purpose in life was linked to looking after the animal. Based on these results, it seems that comparing activities dog owners are involved with, rather than comparing dog ownership itself, is more reliable in assessing how dog-human activities impact wellbeing in humans.



The event offered an opportunity for dog owners to socialise and reflect upon how simple interactions they have with animals impact their quality of life. Dog owners were very impressed and satisfied with the meeting. They had a lot of fun during the focus group sessions, talking about the activities they do with their dogs and how it impacts their quality of life, listening to and discussing this topic with other dog owners, and sharing personal stories. One owner, for example, told us how his dog helped him to recover from a serious depression. A few others mentioned the social support their animals provided, freeing them from loneliness or sadness as they lived alone, not having frequent contact with family and friends.

A comfortable, open environment was created with refreshments and plenty of open space, leaving participants time to relax, connect and have discussions. This activity had a strong and positive impact on participants, with attendees being very grateful for the meeting, and several people volunteering for future activities.

Key references and further reading

[1] Report: Barcelos, A. *The impact of dog ownership on human wellbeing* (pearl.lincoln.ac.uk/2019-20-grants, 2019)

Food Poverty in the UK

Chloe Breach and Dr Harriet Moore (School of Geography)



Currently, the UK stands as one of the most economically unequal countries in Europe. As a result, food poverty has become increasingly prevalent. The number of food banks has soared since the early 2000s and Trussell Trust^[3] alone have seen a 73% increase in the amount of emergency food parcels administered in the last 5 years. In the context of Lincoln, the impact of inequality has resulted in a rise in dependence on food charities, for which two types exist.

One is the traditional method of food banks; a pragmatic response aiming to focus purely on the food aspect of food poverty. The other is the informal alternative of Rescue Cafés, aiming to eliminate the negative, often demoralising experience of asking for help, providing a social space rather than a food help space. While both spaces are centred around food, the two spaces have very different impacts on the wellbeing of users. In Lincoln, the Rosemary Lane Community Larder is a smaller space providing emergency food parcels through referral forms, whilst Mint Lane Café provides a bigger space where people can receive a hot meal, socialise, shower, wash their clothes and even apply for free counselling.

Food security, and more importantly the barriers to accessing this, has a huge impact on wellbeing. A new project, run by **Chloe Breach** and **Harriet Moore** (School of Geography), engages with the volunteers and clients of Rescue Cafes. Observational and interview-based research methods have been investigating and validating the dual purpose which spaces like Mint Lane serve; providing wellbeing support without institutional barriers. Simultaneously, the project aims to highlight the barriers to attending a foodbank and the wellbeing experience of volunteering there, stressing that Rescue Cafes are often unable to provide such extensive services as Mint Lane because of size and training constraints, despite their growing significance and importance for those who experience food poverty.

Currently, the project has directly engaged with 15 volunteers through informal interviews and countless others through informal conversations. Volunteers enjoyed talking about the significance of the spaces to them and remain hopeful that this project will raise awareness around their importance as *'vital to the prevention of food poverty in Lincoln'*.

Key references and further reading

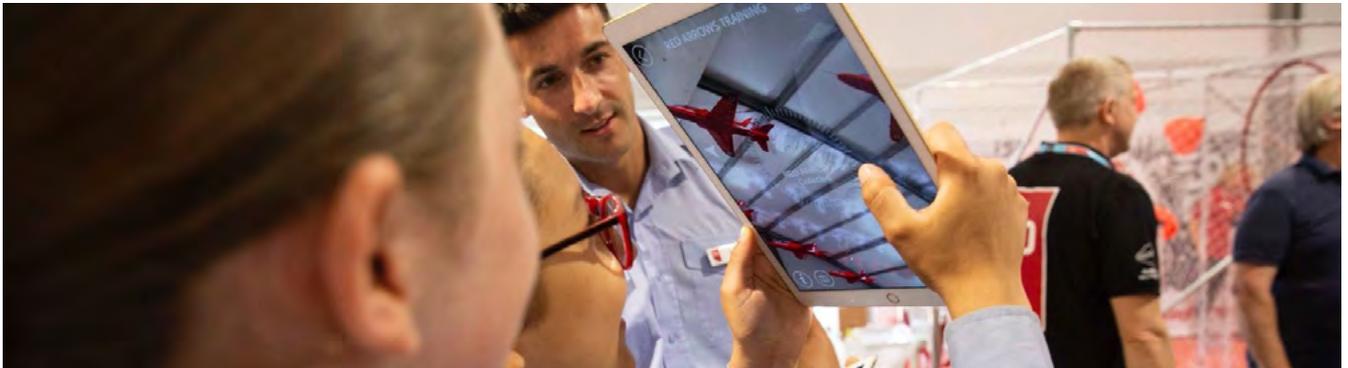
[1] Publication: Caplan, P. *Big society or broken society?: Food banks in the UK*. (research.gold.ac.uk/18046, 2016)

[2] Publication: Garthwaite, K. A. et al. *Food for thought: An ethnographic study of negotiating ill health and food insecurity in a UK foodbank* (dro.dur.ac.uk/14914, 2015)

[3] Online article: trusselltrust.org/news-and-blog/latest-stats/end-year-stats

RAF100 Augmented Reality Flypast

Dr Jussi Holopainen (School of Computer Science), Wayne Christian (Lincoln School of Design)



The Royal Air Force (RAF) celebrated its 100th birthday in 2018 with scores of different activities happening around the country throughout the year. One of the ways University of Lincoln participated in the celebrations was by creating a virtual replication of the RAF 100 Aircraft Flypast taking place on 10th July 2018 over the Mall in London. The project aimed at understanding how to design, develop, and use mobile augmented reality applications for prolonged user engagement in the domain of cultural heritage and history, especially within teenagers and young adults.

The downloadable augmented reality app allowed people to use their mobile phones as a magic window through which they could see the virtual aircraft flying on top of the real world. With the app the users could collect virtual models of the aircraft as virtual images, which could be used to learn more about them: technical details, aircraft histories, famous pilots' stories and details of the medals they won, and so on. The app aimed at making the history of the RAF more tangible and relevant for younger audiences. The focus was on the "untold histories" of the RAF; the crucial role women, ethnic minorities, and the non-pilots have had in shaping the RAF. Adding the social history to the technical information made the collection of aircraft interesting to people of all ages and encouraged discussion of various themes, such as home coming, loss, commitment, bravery, the value of international collaboration, and the contribution people from other countries have made to Great Britain.

The app was showcased in several RAF100 campaign locations, including the Royal Air Force Centenary Flypast in London, and met with enthusiastic responses from audiences. In each event new aircraft and aircraft formations were released to the users. The app, which is available for iOS and Android, has been downloaded by tens of thousands of users around the world since the official full launch on 10th of July 2018 (approximately 26,000 live downloads on Android and IOS, and 70,000 iOS impressions were recorded in October 2018).



The app was developed in close collaboration with the RAF, including experts for technical and historical insights and young cadets for direct user feedback during development. The design and development at the University of Lincoln was carried out by a cross-school collaboration with experts and students from School of Computer Science, School of Design, Lincoln International Business School, Cultural Heritage Studies, and Centre for Culture and Creativity with invaluable support from **Julian Free**, Deputy Vice Chancellor of People Services & Operations. The final implementation was carried out by Harmony Studios, a software company specialising on augmented reality applications.

The project highlighted the value of cross-school collaboration for public engagement with research projects. The complex nature of the project required expertise from both staff and students in many different areas, including 3D modelling, game design, user experience design, augmented reality programming, aircraft technology, and history of aviation. The project would have been impossible to complete without involving all these diverse competencies.

Lindsey – A Robot Tour Guide

Francesco del Duchetto and Professor Marc Hanheide (*Lincoln Centre for Autonomous Systems*)



See page 15 for related activity

Lindsey – A robot tour guide in The Collection museum

The long-term deployment of autonomous robots co-located with humans in real-world scenarios remains a challenging problem. This article presents the Lindsey tour guide robot system in which researchers are attempting to increase the social and interaction capability of current state-of-the-art robotic technologies.

This robot is currently deployed at The Collection museum, which displays local archaeology, where it is providing guided tours and information to visitors. The robot is operating autonomously every day, navigating around the museum and engaging with the public between 10 am and 4 pm. In this deployment the robot travels about 50 km per month around the museum, delivering more than 1200 individual engagements with visitors (tours and explanations of exhibits) per month.

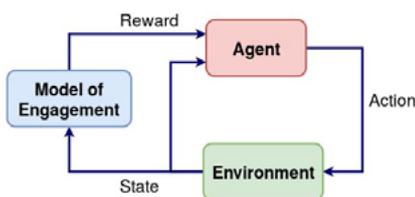
Lindsey employs many different Artificial Intelligence and robotics technologies. Lindsey is able to navigate the museum on its own and recharge itself, while learning from interactions to develop a better understanding of what visitors are interested in. The project is a follow-up to the STRANDS project^[1] and forms part of a long-term partnership between Lincolnshire County Council and the University of Lincoln.

Public engagement and in-situ robot learning

In the research program that Lindsey is part of, the project team are working to close the loop between the user perception of the robot as well as their engagement with it, and the robot's own behaviour during real-world interactions, in order to improve the robot's planning and action over time using the responses of the interacting humans. This general scheme is depicted in the 'In-Situ Learning Loop' – see left. It captures the underlying idea that the actual engagement of the robot with the public provides very valuable learning signals that allow the robot (called "agent" in 'In-Situ Learning Loop' image left) to improve its own choice of actions. Hence, the team are not only measuring the actual outcome and descriptive statistics of tasks (for example see^[2]), but also establishing an estimation of users' engagement. This is considered an important step in the direction of automatic assessment of the robot's own behaviours in terms of its social and communicative abilities, in order to facilitate truly in-situ adaptation and learning. This automatic assessment uses deep artificial neural networks to interpret camera data from the robot's point of view and delivers a unified single-scalar measure of engagement with the robot by members of the public at any given time.

The input of members of the public in developing the robot's ability to interact has been vital to improving its behaviour. These interactions have been key in closing the loop between user perception of and engagement with the robot, and its effectiveness in engaging in real-world interactions, making exchanges between visitors to the museum and the robot mutually beneficial.

In-Situ Learning Loop



Key references and further reading

- [1] Magazine article: Hawes, N. et al. *The STRANDS Project: Long-Term Autonomy in Everyday Environments* (eprints.whiterose.ac.uk/109414, 2017)
- [2] Publication: Del Duchetto, F. et al. *Lindsey the Tour Guide Robot - Usage Patterns in a Museum Long-Term Deployment* (eprints.lincoln.ac.uk/id/eprint/37348, 2019)
- [3] Publication: Del Duchetto, F. et al. *Do Not Make the Same Mistakes Again and Again: Learning Local Recovery Policies for Navigation From Human Demonstrations* (eprints.lincoln.ac.uk/id/eprint/32850, 2018)

Storytelling in Science

Dr Nadia Andreani (School of Life Sciences)

PEARL Activity Grantholder 2018-19

Microbiology is a difficult topic to explain to both young people and adults. Microbiology appears in the year 6 curriculum but it is a challenging subject for many primary teachers to deliver, made more difficult by the fact bacteria are often associated with disease and dirt. Many are unaware of the benefits of some microbes to human health, as well as the risk of the misuse of antibiotics. Thus, **Dr Andreani** set about creating a scientific storybook to support learning in microbiology for primary school children.

Exploring the Microbial World with Grandpa Stan follows the story of a skin bacterium, Stan, whose adventures are recorded in a photo album which he shares with his granddaughter, Stacey. During his life, Stan has met different types of microbes, ranging from beneficial bacteria and probiotics, to spoilers and pathogens. The book places fiction side by side with science with microbes depicted in both illustrations by **Dr Roberto Ferrarese** (University Medical Center Freiburg - Department of Neurosurgery, Germany) and photographs from under an electronic microscope.



Illustrations by Dr Roberto Ferrarese

In June 2019, the book and an accompanying workshop was piloted with primary students from years 4, 5 and 6 at New Leake Primary School, Boston. The accompanying workshop was designed to support development of understanding in microbiology, with an activity allowing students to have a go at isolating bacteria from objects in the classroom.

The efficacy of the book and associated activities were evaluated using a survey. Survey results showed a significant increase of students in understanding of the word 'bacterium' (from 35% before the activities to 77% after), the fact that not all bacteria are 'bad' (from 67% to 100%), and that some bacteria are useful (from 76% to 100%). When asked to draw a bacterium, all the children drew a more accurate diagram after the activities. Additionally, 52% students felt more confident about their knowledge about bacteria, as well as more interested in the topic (22%). Finally, when asked to mention places where they could find bacteria, there was a significant decrease of objects and places related to negative, dirty environments and an increase of places described in the book (i.e. food, body).

'The book is fun and extremely informative. It would be certainly be suitable for all primary ages - perhaps shared and read to in the younger years and used as a motivational factual science book... The science experiment was fascinating.' **Kirstyn Brennan, New Leake Primary School Teacher**

After the book has been printed, the book will be given for free to primary schools who have been involved in workshops, and will be available to purchase online with proceeds going to charity. New outreach activities will also be organised with primary schools in Lincolnshire, delivering the workshop and copies of the book to students.



Following Young Fathers Further

Dr Anna Tarrant (School of Social and Political Sciences)



*Public Engagement with Research
Excellence Award Winner 2019*

In the current UK welfare and policy context, young parents are often constructed as a risk and a problem. Young fathers in particular are assumed to be feckless, irresponsible or absent. Despite compelling evidence that young fathers desire to be positively involved in their children's lives, they continue to experience exclusion and stigmatisation, including in professional support contexts. There is therefore a pressing need to see young fathers in a different way and to turn these common sense, yet often unfounded ideas, on their head.

Since 2016, **Dr Anna Tarrant**, Associate Professor in Sociology, has led impactful social research with the aim of doing just that. Building from staunch findings from an ESRC funded study called *Following Young Fathers* (FYF, Directed by **Professor Bren Neale** and **Dr Carmen Lau-Clayton**), *Responding to Young Fathers in a Different Way* (funded by the Leeds Social Sciences Institute, 2016-17) aimed to specifically counteract pervasive, negative societal and professional perceptions of young fathers. Employing methodologically innovative approaches, including action research, its key activities and findings have informed national family policy, changed professional cultures, and enhanced the lives of young fathers and their families.

Key references and further reading

[1] Project website: followingfathers.leeds.ac.uk/impact

[2] Review: Tarrant, A. and Neale, B. *Supporting Young Fathers in Welfare Settings: An Evidence Review of What Matters and What Helps* (Responding to Young Fathers in a Different Way: Evidence Review, 2017).

[3] Report: Tarrant, A. and Neale, B. (eds.) *Learning to Support Young Dads* (Responding to Young Fathers in a Different Way: Project Report, 2017)

A key objective of this study was to change professional cultures through the instigation of more father-inclusive and gender equal approaches to support, with the voices of young fathers at its core. To do this, a London based initiative called the *Young Dads Collective* (YDC) was implemented in Leeds. The YDC empowers young fathers as experts by experience; supports and trains them in advocacy work on behalf of other young fathers; and supports them to engage in practitioner training and consultation. The implementation proved highly successful with local impact in Leeds and a strengthened evidence base for the YDC in London^[1,2,3].

The longitudinal and national reach of this study, as well as its impact, will be extended again in a new project called *Following Young Fathers Further* (FYFF), which commenced in January 2020. With £1.2 million of funding via Round 2 of the UKRI Future Leaders Fellowship Scheme, FYFF is a four-year study that will employ qualitative longitudinal, participatory and comparative methods to advance the evidence base about the lived experiences and support needs of young men who are fathers. It has the ambitious aims of developing longer-term understandings of the parenting journeys and support needs of young fathers; to implement and evaluate the YDC in Grimsby; and progress knowledge of young fatherhood in international contexts (UK and Sweden).

The implementation of the YDC in Grimsby will establish a unique partnership between national charities and local authorities, including Coram Family and Childcare, NSPCC, YMCA Humber, Leeds City Council and North East Lincolnshire Council. The evaluation will trace the impact of the YDC approach on the lives of young fathers and their families and on the local policy context.

Following Young Fathers Further is a significant and exciting opportunity to implement a compassionate and truly participatory social policy and support environment in the UK, generating an extended evidence base and practice solutions of benefit for young fathers, their families and wider civil society.

Dr Laura Way, **Linzi Ladlow** (Research Fellows) and **Ben Handysides** (Project Administrator) will join the FYFF research team in 2020.

Improving Physical and Psychological Wellbeing of Lincolnshire Police

Dr Hannah Henderson, Dr Patricia Jackman and Miss Georgia Clay (*School of Sport and Exercise Science, Health Advancement Research Team*)

In 2017 Lincolnshire Police approached the School of Sport and Exercise Science, with a view to identifying how the University might assist in improving the wellbeing of the force's employees. The Health Advancement Research Team (HART) suggested that the collaboration could adopt a dual focus, exploring both physical and psychological wellbeing. Subsequently, a business case was drafted, in collaboration with Lincolnshire Police, to implement a scheme to improve the physical fitness of police employees known as the Fitness Mentors. Alongside this, research was conducted to examine psychological wellbeing, work-related stressors, and social support, with the overall aim of providing recommendations to support staff in managing psychological wellbeing.

Fitness Mentors Scheme

The Fitness Mentors project formed part of Lincolnshire Police's ongoing wellbeing initiatives and aimed to promote a healthy lifestyle, with fitness being a key element. The scheme was designed, developed, and produced by **Dr Hannah Henderson** and **Inspector Rachel Harrison**, and included the recruitment of five fitness mentors and explanation of the processes for delivering the scheme. Mentors are volunteers from staff within the organisation, who undertake the role in addition to their current job. As part of the role, they work towards a level three certificate in personal training.

The scheme requires fitness mentors to meet with colleagues who refer themselves to the programme. After conducting simple health measures (such as blood pressure), the mentors provide tailored support and advice, with recommendations for a 10-week programme of exercise. Mentors dedicate at least four hours a week to the role (two hours of which can come from their duty time). In the first 6 months of the project 41 staff referred themselves to work with the Fitness Mentors. For those who finished the 10-week programme and completed the feedback questionnaire, 100% were extremely satisfied or satisfied with how the service had impacted on their wellbeing, and 100% were extremely satisfied with the fitness mentor service itself.

HART has continued their involvement with the project through evaluation, examining how many staff access the scheme, what improvements in health are observed, and how effective the overall process is. Initial findings highlight that participants view the scheme extremely positively and have acknowledged the physical benefits of participating. Notably,



participants also value advice coming from colleagues who really understand the stresses of the job. The scheme is currently over-subscribed, therefore the intention is to recruit more mentors so more employees can be supported.

Examining Psychological Wellbeing in Lincolnshire Police

The psychological wellbeing component of the collaboration consisted of a two-stage process. The first research phase centred on identifying trends in relation to psychological wellbeing in employees across the organisation. This provided insights into differences between employees across geographical areas, roles, and ranks. Building on this, the second phase involved conducting focus groups across the county that sought to obtain more detailed insights into the unique factors contributing to such differences. By expanding on the findings from phase one, this provided Lincolnshire Police with a greater understanding of the unique challenges faced by employees in the county and why these are affecting psychological wellbeing. Overall, research undertaken in phase one and phase two enabled the team to develop an evidence base in relation to psychological wellbeing specific to Lincolnshire Police, which was used to inform the advancement of tailored recommendations that seek to improve psychological wellbeing in the force's employees.

Lincolnshire Police are passionate about improving wellbeing and equipping their staff mentally and physically to deal with the challenges they face. HART has been able to support this work by not only examining the psychological impact of police work on staff but implementing an initiative to improve physical fitness. HART's work has now attracted attention from other Police forces across the country, who they hope to collaborate with in developing future workplace wellbeing initiatives.

Key references and further reading

[1] Press release: lincs.police.uk/news-campaigns/news/2018/fitness-mentors-to-boost-police-wellbeing

[2] Research group website: hartresearch.org.uk

Best Practice in the Management of Online Sex Offending

Dr Hannah Merdian and **Hannah Bradshaw** (*School of Psychology, University of Lincoln*)
Professor Derek Perkins (*West London Mental Health Trust & Royal Holloway University of London*),
Dr Maggie Brennan (*University of Plymouth*)



PEARL Activity Grantholder 2019-20 – see page 6 for related article

This collaborative project with the University of Plymouth referred to the launch event for a consultation paper written by the International Working Group for Best Practice in the Management of Online Sex Offending (IWG_OS0). With this event, the project team concluded a 5-year consultation period to identify current issues and priorities in the management of online sex offending.

The event took place on 21 June 2019 at the NSPCC Headquarters in London, with 35 attendees. The project team planned this day to coordinate the online release of the paper with a discussion event with invited stakeholders from child services, treatment providers, law enforcement, academia, policy makers, and the charitable sector. Following the event, participants were invited to complete an online survey. Feedback showed the event was well received, with 83% of respondents stating they felt inspired by the event, would follow up on ideas/conversations/

contacts from this event, and would like to get more involved with the IWG_OS0 in the future. The event developed attendee knowledge and built new connections, with comments stating that:

‘This kind of sharing between disciplines and agencies is exactly what is needed to address the issue at hand.’

‘This event helped guide my research into online child abuse and exploitation and provided me with invaluable connections.’

The event aimed to enhance the reach and sustainability of the consultation paper through informing key partners – this was achieved, with the report being the 3rd most downloaded item on the repository of the University of Plymouth in June.

The report and the event will impact the future agenda of the IWG_OS0 in three ways: it has informed the project team about current developments and priorities amongst stakeholders, which will influence, and strengthen, the work of the International Working Group. It has extended existing networks beyond academia, and has highlighted the value of bringing research to the widest stakeholder representation, in a format that is easily accessible.

Key references and further reading

[1] Consultation paper: *Best Practice in the Management of Online Sex Offending* (hdl.handle.net/10026.1/14331, 2019)

Representing Homelessness

Dr Owen Clayton and Katie Dorr (*School of English and Journalism*), **Nigel Horner** (*School of Health and Social Care*), **Professor Peter Somerville** (*School of Social and Political Sciences*)

The *Representing Homelessness* project team set out to examine the representation of homelessness from a multidisciplinary perspective, combining the Social Sciences with the Arts and Humanities. The team sought to include activists, charity workers, academics, and people with experience of homelessness as equal participants.

It became clear in discussions that it can be dangerous to speak on behalf of people with experience of homelessness. Research from different disciplines indicates the agency that this group possesses, and shows that in many cases they are capable of speaking for themselves. The conference also discussed the problematic nature of images of homelessness used in charity and government publicity campaigns, which typically represent people on the streets looking helpless or begging. The conference highlighted the damage that such images do in making rough sleepers into an 'Other'.

The conference was attended by c. 80 people over two days with 89% of respondents who completed feedback forms stating they would do something different as a result of the conference. A homelessness charity Operations Manager commented that '*This conference gave me a shake-up*' because simply '*chasing the next round of funding*' every year had led this attendee to seeing homelessness as '*normality*'. A second attendee, also a charity worker, stated that they now had a '*better understanding of language surrounding homelessness, and how to use preferred, positive (but realistic) messaging in stories, press releases etc*'. Another delegate stated that, as a result of discussion during the conference, they had learnt that '*homelessness is an experience, not an identity*' and consequently they committed to '*never identify someone as simply being "homeless"*' in the future.

A local councillor found the '*first-hand experience of homelessness and the issues faced by homeless people*' presented at the conference to be useful, and said they would follow up to learn more about The Manchester Homeless Charter, one of the initiatives discussed during the event. An audience member who identified themselves as leading '*creative projects in a gallery for a community programme*' stated that as a result of the conference they would '*aim to do more co-produced projects*' and to work more '*collaboratively with people experiencing homelessness*'. Another delegate stated that they would '*acknowledge people on the streets more*' and that they were now thinking of volunteering at a night shelter. An attendee who identified themselves as '*a homeless*



Assisted Self-Portrait of Yolanda Bath, Yolanda Bath / Anthony Luvera, from *Assembly* by Anthony Luvera, 2013-2014

person' stated that the event was '*a fabulous networking opportunity, connecting me with academics I would never have met without it*'.

For the Arts and Humanities, the conference highlighted the opportunities that are available to connect academic research to everyday life in order to make a positive impact in the 'real world'. For the Social Sciences, it highlighted the importance of representation as a key element in achieving social change.

Key references and further reading

- [1] Online article: bigissue.com/latest/how-street-papers-have-been-battling-against-a-vagrancy-act-for-decades
- [2] Online article: bigissue.com/latest/the-campaign-to-scrap-the-almost-200-year-old-vagrancy-act-has-launched
- [3] Conference website (including archive of keynote talks): representinghomelessness.blogs.lincoln.ac.uk

Reflections from Involving Older People in Research into Self-Funded Care

Dr Phoebe Beedell and **Professor Mo Ray** (*School of Health and Social Care*)

Despite being the largest group of people who fund their own care, the perspectives and experiences of older people are largely absent from the debates about the provision of social care and wellbeing in later life.

A three-year study, funded by the Wellcome Trust, is a collaboration between the universities of Lincoln, Brighton and Birmingham and covers three research sites in England. The research seeks to understand the pressures, dilemmas and practical difficulties involved when individuals have to find, choose and pay for their own care services.

The project takes an innovative approach by working closely with older people as co-researchers throughout the project, from its initial conceptualisation through the field work to analysis and knowledge exchange. In Lincoln, a diverse group of nine co-researchers has undertaken training and worked constructively with university researchers to complete a series of interviews with cohorts of older people, carers and stakeholders. The group of co-researchers have been encouraged to reflect on their experiences of the research, with comments including:

'I learned about the ethical issues of running research in an academic environment and the difficulty the project faces in asking for volunteers across the different organisations.'

'It was good to acknowledge problems/difficulties that we met and shared. It's easy to think others know more/are better organised.'

The co-researchers have helped facilitate focus groups and enthusiastically thrown themselves into the process of developing codes and coding transcripts as well as attempting more complex narrative analyses. This experience has been both exciting and enriching for individuals in the group.

'The introduction to the field of coding was fascinating! It's often what is not said or how something is said that is far more telling than what is spoken.'

As lay colleagues in the research, the project's group of co-researchers have not only contributed to the data collection and development of the themes for analysing data, they have also played a valuable role in bridging the gap between academic research and practice at several knowledge exchange events with social care practitioners, co-ordinators and those tasked with implementing policy locally.



'Some new thinking has been stimulated from the KE [Knowledge Exchange] Event on the theme of Ethics of Care and I have been inspired to explore this further.'

The co-researchers have also acted as the public face of the research holding exploratory 'café conversations' with members of the public, stimulated by the specially-commissioned VR installation *Care(less)*, as part of Lincoln's *Frequency Festival*.

'I hope that... the findings might help to shape the way that information is offered to future self-funders and the way local government offer their services.'

As the project approaches completion, co-researchers across all three sites are seriously engaged in writing and editing a booklet aimed at helping those older people and their families who are setting out on the daunting journey of finding and funding appropriate care for themselves or their loved ones. One thing the co-researchers have insisted upon is that all the information should be clearly presented in plain English so it's accessible to all. As one co-researcher commented after a particular session:

'(I) still feel annoyed when people talk in acronyms. Hope others are now aware that this can be an issue.'

Exclusive language is but one issue to bear in mind as the project team seek to engage members of the public in this research and have them benefit from these activities. But, as this project has clearly demonstrated, the value that this type of public participation brings far outweighs the small adjustments that might have to be made.

Madness: Past & Present

Robert Goemans (School of Health and Social Care)

PEARL Activity Grantholder 2019-20 – see pages 9 and 16 for related articles

Current research is exploring how madness has been understood and treated in the past, in order to develop understanding of contemporary society. An 'interactive conference' format was developed in order to capture the responses of attendees to this research and understand the connections they made between historical and contemporary issues. The conference took place on the 18th November in the Blue Room, which is the original ball room of the *Lincoln Lunatic Asylum*. The event was attended by 60 people, most of whom had either had problems with their own mental health or worked within mental health services (or both).

The day centred around four research presentations and a final plenary:

- 1. Introduction: Rob Goemans**, University of Lincoln
- 2. Keynote:** The impact of institutionalisation on families of Broadmoor patients – **Jade Shepherd**, University of Lincoln
- 3. Session 1:** Serendipity and archival research or 'reading between the lines' - **Anne** and **Val Reed**
- 4. Session 2:** Researching the history of old hospitals, problems, challenges and issues – **Michael Ferriter**
- 5. Session 3:** The abolition of physical restraint at the *Lincoln Lunatic Asylum* - **Nigel Horner**, University of Lincoln
- 6. Plenary:** all presenters

These were interspersed with activities for generating views from attendees in response to the research presented. An additional room was used where people could reflect on or discuss the presentations with the presenters, and flipchart paper and post-it notes were provided for people to record their thoughts. A questionnaire was provided, and people were also invited to record their feelings on camera. Additionally, two of the presentations involved group activities which produced further feedback.

The Conference aimed to generate a 'buzz' where people with a variety of experiences of mental illness reacted with each other and the presenters to create new perspectives on the research presented:

'I went to the 'evaluation room' in the first break, expecting it to be empty, and was amazed by the level of discussion and engagement.' – **Robert Goemans, Organiser.**

83% of the completed evaluation forms rated the event as excellent or good with comments from respondents describing the main messages they would take away including:

'learning from the past should help to change the future. Idealistic. Perhaps we need to relook at our baseline'

'I will be looking to move into an employment role within the mental health service'

'Ways to organise research dissemination events ("community science") for my own work. Also this event made me reflect on the link between past and future & showed how linked and similar issues we face are + learned of some historic events in Lincoln.'

'To continue to discuss mental health to help reduce stigma & find the most appropriate support for people.'

The event engaged the public in an area which is of clear importance and interest, impacting on the perspectives, understanding and reflections of delegates and resulting on some commitments to address issues in mental health. The event also produced a lot of material for researchers to analyse which captures people's responses to this research as well as links they have made between historical and contemporary approaches to mental illness. This data will help inform the future directions of this research.



Happiness and Wellbeing in the Classroom: Primary pupils' perspectives

Helen Childerhouse (School of Education)



PEARL Activity Grantholder 2019-20 – see page 7 for related article

The focus on children's wellbeing and happiness in the school environment seems to be of increasing interest and, for some, concern. Prior research adopting quantitative methodologies^[1,2] indicates that the experiences of children in primary classrooms can be negative and that they can feel stressed, pressured to achieve and, at times, unhappy.

The Good Childhood Report^[3] identified that subjective wellbeing and happiness was a common factor in conversations with children and that 'data from children should be considered the gold standard' because 'increasingly, doubt is being thrown on the validity of 'proxy' reporting'^[3]. In addition, the report identified that 'school' scored the highest level of 'least happiness' for two thousand 10–17 year olds.

This qualitative small scale study seeks to identify the perspectives of 5-11 year olds in three primary schools in Lincolnshire and hopes to provide insight from their perspectives in light of *The Good Childhood Report*. It aims to give children the opportunity to talk about what makes them happy in the classroom and what they feel needs to be done in order to make it a happier place.

Up to 500 children will take part in activities in their primary schools which are designed to support them to share their views. The use of graffiti walls and suggestion postcards will enable them to share their thoughts and ideas. Their responses will be analysed using a thematic approach and then fed back (anonymously) in school staff meetings to encourage greater knowledge and understanding by their teachers. The school staff will be encouraged to evaluate the experience and talk about the impact this may have on their future practice.

Key references and further reading

[1] Publication: Diener, E., Suk, E.M. *Measuring quality of life: Economic, social, and subjective indicators* (link.springer.com/article/10.1023/A:1006859511756, 1997)

[2] Publication: Allen, K. et al. 'How I Feel About my School': *The construction and validation of a measure of wellbeing at school for primary school children* (journals.sagepub.com/doi/full/10.1177/1359104516687612, 2017)

[3] Report: The Children's Society & The University of York. *The Good Childhood Guide*. (childrenssociety.org.uk/sites/default/files/the_good_childhood_report_full_2018.pdf, 2018)

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**Published 2020 by the University of Lincoln
Brayford Pool, Lincoln, LN6 7TS**

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**Discover (Print) ISSN 2632-4180
Discover (Online) ISSN 2632-4199**