



PEAs in Pods
Community | Engagement | Research



EPSRC PEAs in Pods: Co-production Of Community Based Public Engagement For Data And AI Research

Funded by EPSRC Grant Ref: EP/W033488/1 2022

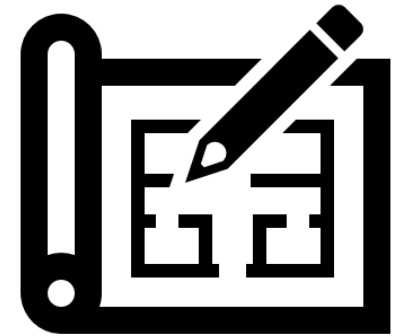


Engineering and
Physical Sciences
Research Council



Activity Aims

- To explore the possibilities for working with communities on disseminating findings across academic, industry, and public-facing contexts
- To understand how to work with a Theory of Change
- To explore approaches to project impact



Dissemination Group Discussion

In groups use post it notes to record your answers to each question.



Why might we disseminate community engaged research?



Who might we seek to communicate with?



What forms of dissemination might we use?

Dissemination Examples

Supporting meaningful arts engagement for culturally diverse young people
Youth-generated guidance for organisations and artists

Created by culturally diverse, arts-engaged young people in Bendigo, Australia, with Manchester Centre for Youth Studies (Manchester Metropolitan University) and Multicultural Arts Victoria's Emerge Cultural Hub Bendigo.

1. Youth consultation and collaboration are key

Young people should be supported to play a role in all aspects of arts activities, from project design to evaluation. They should also be encouraged to ask questions about and provide feedback on activities. This ensures that arts activities reflect the needs and interests of young people as well as building the capabilities of young people as both artists and leaders. Youth consultation and collaboration is particularly important for facilitating the meaningful engagement of hard-to-reach groups..

2. Arts programmes should be inclusive and diverse

Arts activities should always be inclusive, respectful, and non-discriminatory. They should accommodate the needs of different groups, including in relation to gender, ability, religion, ethnicity and skill level. This requires artists and organisations to develop relevant knowledge and competencies. It can also be supported by the employment of culturally diverse workers. In addition to ethnic-specific and 'multicultural' projects, mainstream programmes should be designed to accommodate culturally diverse participants. This enables the development of diverse communities of artists and fosters intercultural dialogue and understanding.

3. Young people need a range of different opportunities

Culturally diverse young people are not a cohesive group, and one project does not necessarily fit all. Young people have different interests, skills and capacities and should have access to a range of opportunities across art forms, skill levels, and mainstream/ethnic-specific/multicultural' programmes. One young person does not speak for all young people of their ethnic background.

4. Practical support is often necessary

Some young people – especially those from refugee and non-English-speaking backgrounds – may face additional barriers to arts participation. Areas for support could include: transport; translation; parent engagement; free/subsidised participation; and clear, simple communication. Consultation with members of the targeted youth cohort and relevant community workers and leaders is essential to identifying and addressing barriers.



Responsible Tech Review
Exploring Design Ethics
Tuesday 8th October
1pm – 2:30pm | Zoom

HI Future
Social Mobility
Recruitment Insights
Monday 27th June
Zoom @ 1pm to 2.30pm

Opportunities and challenges for ethical AI
Greater Manchester SME perspectives on current practices and future regulation

Manchester Metropolitan University | AI Foundry | Responsible Tech Collective | policy connect



Evidence-based tips for enhancing health and wellbeing of Karen people in Bendigo



- K Kindness** Quick tip: Smile. Be Friendly. Display a flag. Say 'Oh-cho-ah' or 'Mah-ler-gay'.
Good advice: Attending healthcare services can be intimidating – especially for people who are new to Australia or don't speak English well. After decades of mistreatment by authorities in Myanmar and Thailand, Karen people can be fearful of those in authority. A warm welcome and friendly demeanour, rather than a 'professional' manner, can reduce anxiety, and build rapport. Try small signs of welcome, such as displaying a Karen flag or learning and using common Karen greetings and phrases.
- A Access** Quick tip: Provide signs with clear visual instructions or that use Karen language.
Good advice: Karen people face many barriers to accessing health services, including appointment booking systems, transport, and booking services. Try giving instructions and directions in very simple English language or even in Karen language (including for bookings, traveling to services, and where to go on arrival). Good visual aids and maps can help people feel supported and attend their appointments.
- R Respect** Quick tip: Attend awareness/training sessions to learn about Karen culture and refugee experiences.
Good advice: Karen people bring their own understandings of health and wellbeing to healthcare settings. For example, many Karen people view health as an integrated experience of body, emotion, mind and sociality, rather than the prevention or management of specific ailments or conditions. Understanding and respecting Karen knowledge, culture, and values is important both for positive relationships and effective care. (See overview for some key Karen concepts relating to health.)
- E English** Quick tips: Try to use face to face interpreters. Allow extra time for translation.
Good advice: For many Karen, language is the single biggest problem to accessing good health care. Interpreters are helpful, especially when they are face-to-face, have medical literacy and speak the appropriate language and dialect. Many Karen people feel that consultation sessions do not allow enough time to understand and be understood. Try to provide longer consultation sessions where possible. Ask follow-up questions so that you can check that the information being interpreted is clearly understood.
- N Notice** Quick tip: Watch for people who need help to use your services.
Good advice: Newly-arrived people in Australia are learning a completely new language and way of life. They will not always understand how to use a facility, including how to present at reception when they arrive. If you notice a person in the waiting room who has been sitting for a while, consider approaching them and asking if they need help.

policy connect | All Party Parliamentary Group on dataanalytics

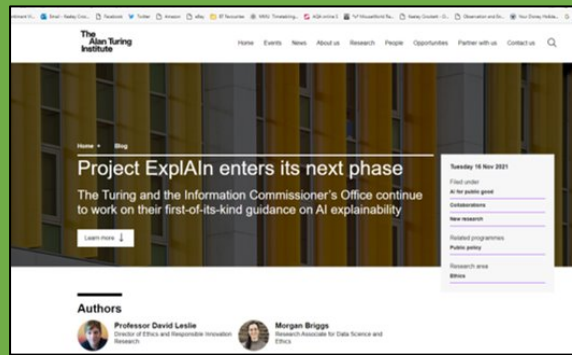
INVOLVING LOCAL PEOPLE IN DATA AND AI-BASED RECOVERY

**OUR PLACE
OUR DATA**

Manchester Metropolitan University

Policy and Practice

Interested publics



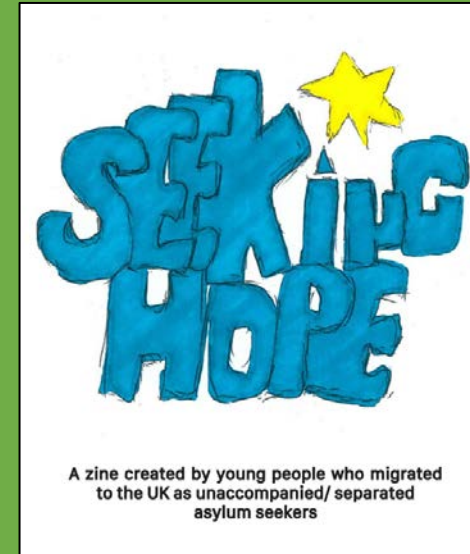
How Might We Progress Citizen-Led Security Standards?

Lauren Coulman
Published in Responsible Tech Collective · 9 min read · Nov 28, 2022

When you think of tech security, what immediately comes to mind?

Cyber, perhaps? Hacking, and the potential for external attacks? Data misuse, by nefarious agents, spreading your data across the internet without your consent? Questions around how your personal, sensitive or behavioural information is being used, maybe influencing your democratic participation or influencing what you should buy?

All very human responses to the subject of security and how your data is shared. Yet, external agents are not the only cause for consideration when it comes to the sharing of our data. What about how the organisations you willingly hand your data over share it, and the potential uses it opens us up to?



Blog

The untraceable Barlekin

By Senna Yousef My introduction to Barlekin was one of curiosity, as myself and another youth researcher, Goldis Gorji, stared at the Manchester Museum's log of an object from Iran from a region named Barlekin. Having never heard of it, we turned to google for help but quickly realised that this place had never been recorded...

4th Apr 2023

Poem: Ox Figure

By Deniz Daryaei Sarabi When I first analysed this object it frustrated me - there was no description of its history apart from being gifted from a private collection. Ox, to my knowledge, were not a common symbol in Persia. With some research we learnt that that, in Isfahan, ox were used to carry water...

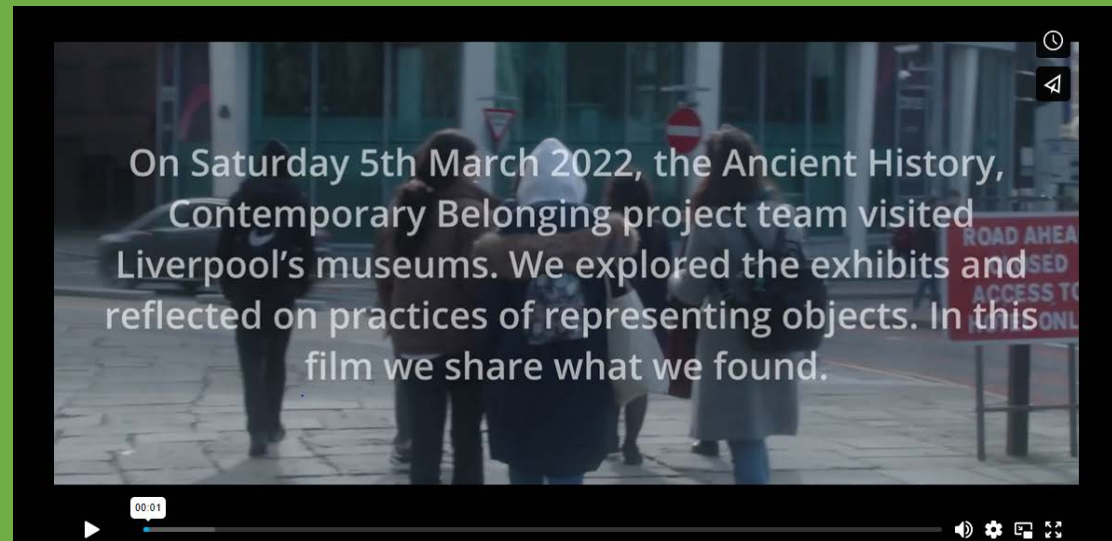
26th Sep 2022

Responsible Tech Collective @rtcorg · Jan 18
How might you enable a positive experience at work or study through good #tech?

We talk to @rtcorg founder member @cnorthwood at @UKCultureShift to find out how: medium.com/responsible-te...

#ResponsibleTechCollective #DataEthics #TechNews

medium.com
Responsible Tech Collective Pioneer Spotlight: Chris Northwood at ...
Culture Shift's purpose is enabling a positive experience at work or study.



NewScientist

Technology

An AI lie detector will interrogate travellers at some EU borders

A digital border guard will be trialled at some borders in Hungary, Latvia and Greece for six months. It includes an AI lie detector, but some doubt it will work.

By Douglas Heaven
31 October 2018

Wider public

FORBES > LEADERSHIP > LEADERSHIP STRATEGY

Do You Want To Know How To Make a Lasting Impact on Homelessness?

Lauren Coulman Contributor @

I write about cross-sector social impact and issues-led social change.

Follow

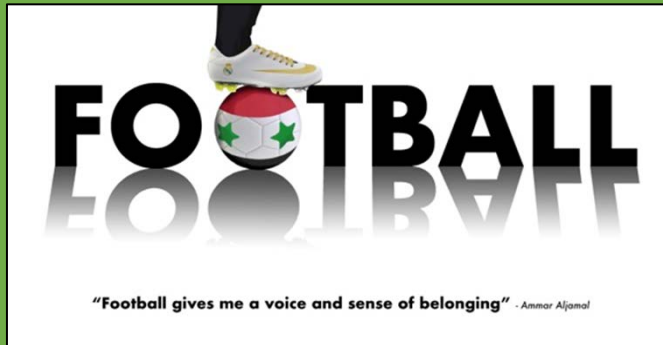
Nov 30, 2018, 01:25pm EST

The fact that homelessness is rising across the western world is pretty hard to deny. [320,000 people](#) are now estimated to be without a home in Britain, and if you live or work in a major town or city, it's highly likely you will encounter some of those people in what may be the most difficult circumstances of their lives. It's hard to witness, and even harder to know how to help.

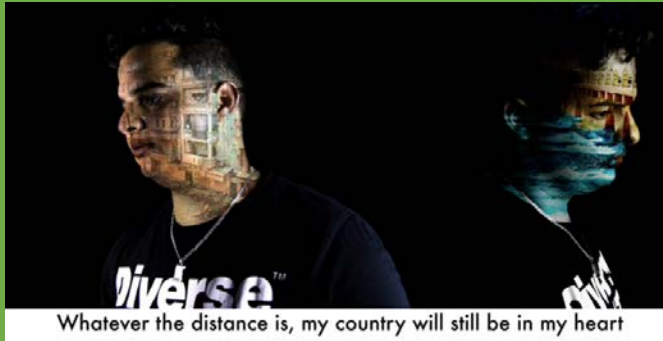


Homelessness and Employment UNSPLASH

Chronic housing shortages across the U.K. and U.S.A., in particular, are a major part of the problem. A dearth of affordable housing combined



Artworks from the 'Dispersed Belongings' research project (above and below)



Ancient History, Contemporary Belonging exhibition at Manchester Museum

Funders and stakeholders

Catalyst Information

For more information on the purpose, approach and action underway at Catalyst, see the Source Deck. We'll be presenting a version of this for the group at our first meeting.



Catalyst Source Deck (updated: Nov 2022)
Last modified by Ellie Hale 2 months ago
docs.google.com

Dispersed Belongings
A participatory arts-based study of experiences of resettled refugee young people in regional cities in Australia and the United Kingdom

Findings Report for Project Partners

Dr Caitlin Nunn
Manchester Centre for Youth Studies, Manchester Metropolitan University



Healthy Futures for Karen People in Bendigo

Institute for Community Studies
Powered by The Young Foundation

Sharing externally a 'work in progress'

As noted by teams in the November cohort meetings, throughout the support programme, we have co-produced a rich pool of knowledge about what works in 'citizen science' research. We recognise the tension between advocating for participatory approaches, navigating challenges, and learning from experiences - so, want to develop an approach to 'share in the open' what is emerging from the programme.

We are proposing to develop a series of working papers, intended to provoke discussion about the nature of (participatory) research. Each paper will be accompanied by opportunities for stakeholders to respond and discuss, such as:

- Roundtable or webinar discussions
- Blogs/ opinion-pieces
- Invitations to respond

People-powered research
for a thriving society

Steering Group Hub

Welcome to the hub, fellow Steering Group members! Here you'll find everything you need to initially understand the journey we're embarking upon together. You can access the information you need and track our collective progress as we support the Catalyst Producers and wider community in transitioning. We'll be using this alongside other tools, which will be agreed upon collectively.

This hub will continuously evolve and be iterated on - just like the transition review process itself - as needs, insights and opportunities emerge. So, if you need something or have an idea, get in touch with our Steering Group facilitator, Lauren, and ask at hello@noisycricket.org.uk 😊



Belonging in Bendigo



Private and Public Stakeholders



The Alan Turing Institute



GMCA GREATER MANCHESTER COMBINED AUTHORITY



COUCH



All-Party Parliamentary Group on dataanalytics



Research community



Ancient History, Contemporary Belonging: Re-Presenting (Neo)Colonial Inheritances with Refugee-Background Young People in the Contemporary Museum
 Caitlin Nunn, Jennifer Cromwell, Sarah Linn, Youth Co-Researchers Tbc
 (Manchester Metropolitan University)

Refugee-background young people are commonly represented in political, media and public discourse as not belonging in the UK. This is perpetuated through the 'presentist' orientation of debates that obscure long histories of (neo)colonial entanglement between the UK and refugee-producing regions. These entanglements are foundational to many UK museums, where ancient objects from contemporary sites of forced migration form a significant part of collections. While details concerning how these objects entered UK collections are often overlooked, they have complex biographies that tell important stories about transnational histories of migration and belonging.

This paper presents findings from the Ancient History, Contemporary Belonging project, in which refugee-background young people from Iran, Iraq, Syria, Kurdistan, and Palestine researched and produced creative histories of objects from their regions of origin for display in Manchester Museum. Employing arts-based practices that privilege embodied, sensuous, and affective forms of understanding and expression, the project enabled the integration of youth researchers' knowledge and experience with archival research to produce interventions that challenge colonial—and colonising—text-based accounts and encourage new ways of understanding and feeling.

This project, Ancient History, Contemporary Belonging constitutes a direct intervention into the politics of belonging in museums — for objects and visitors. Co-presented with youth researchers, this paper foregrounds their practices of encountering, researching, and representing ancient objects with which they share experiences of migration, within the wider context of colonial conquest and the specific context of (neo)colonial entanglements. We invite conference attendees to visit the exhibition at Manchester Museum during their stay in Manchester.

The participatory arts-based research project as an exceptional sphere of belonging

Caitlin Nunn [View all authors and affiliations](#)
 Volume 22, Issue 2 | <https://doi.org/10.1177/1468794120980971>

[Contents](#) | [PDF / ePub](#) | [Cite article](#) | [Share options](#) | [Information, rights and permissions](#)

Abstract

While belonging is rarely an explicit concern of participatory arts-based research (PABR), fostering inclusive relations is both an important condition for and outcome of PABR projects. Based on a participatory arts-based study with refugee-background young people in the United Kingdom and Australia, this article proposes five dimensions of PABR that mediate belonging within the project and shape possibilities for belonging beyond it: resources, relations, reflection, representation and recognition. Acknowledging the possibilities for transformative belonging emerging from PABR's unique combination of participation, arts and research, this article draws on Bourdieu's framing of the research interview as an 'exceptional situation for communication' to conceptualise the PABR project as an *exceptional sphere of belonging*. Attending to (non)belonging in participatory arts-based research projects facilitates new insights into the practical,

Building Trustworthy AI Solutions: A Case for Practical Solutions for Small Businesses

Kecley Crockett, Senior Member, IEEE, Edwin Colyer, Luciano Gerber, Annabel Latham, Senior Member, IEEE

Abstract—Building trustworthy AI solutions, whether in academia or industry, must take into consideration a number of dimensions including legal, social, ethical, public opinion and environmental aspects. A plethora of guidelines, principles and toolkits have been published globally, but have seen limited grassroots implementation, especially among small and medium-sized enterprises (SMEs), mainly due to lack of knowledge, skills, and resources. In this paper, we report on qualitative SME consultations over two events to establish their understanding of both data and AI ethical principles and to identify the key barriers SMEs face in their adoption of ethical AI approaches. We then use independent experts to review and code 75 published toolkits designed to build and support ethical and responsible AI practices, based on 33 evaluation criteria. The toolkits were evaluated considering their scope to address the identified SME barriers to adoption, human-centric AI

Index Terms— Artificial Intelligence, Business, Ethics, Toolkits, Trustworthy, Responsible

1. INTRODUCTION

The ethical, social and legal landscape of Artificial Intelligence (AI) driven systems is rapidly changing. Since the General Data Protection Regulation 2018 [1], stakeholders developing AI systems have faced numerous challenges in the interpretation and implementation of Article 22, specifically concerning an individual's rights in the context of automated decision making, the ability to explain AI decisions, explanation of the logic involved, and the development of models using only "correct" data. This has caused major challenges because of the lack of legal guidance, case law and ethical principles about the use of AI in different

Special Issue: Transforming Rural Futures

Journal of Sociology
 2022, Vol. 58(2) 178–195
 © The Author(s) 2021

Article reuse guidelines:
sagepub.com/journals-permissions
 DOI: 10.1177/14407833211003204
journals.sagepub.com/home/soj

Promoting healthy futures in a rural refugee resettlement location: A community-based participatory research intervention

Caitlin Nunn
 Manchester Metropolitan University, UK
 La Trobe University, Australia

Raelene Wilding
 La Trobe University, Australia

Katharine McKinnon
 University of Canberra, Australia

Htoo Gay Ku
Gai Porh Soe La Myint
Posao (Nido) Taveesupmai
 Karen community research assistants

Megan O'Keefe
Kaye Graves
 Bendigo Community Health Services

Ethics and community-based participatory research (CBPR) with people from refugee backgrounds
Key ethical concerns and principles for CBPR practice

Atem Atem
 Jasmina Bajraktarevic-Hayward
 David Nguyen
 Roxan Al Kalmaishi
 Baschar Hanna
 Maree Higgins
 Caroline Lenette
 E.J Milne
 Caitlin Nunn
 Josie Gardner

News and Resources

Academic articles co-authored with young people and students: A co-produced list

This list of articles began as a Twitter thread. Its purpose is to provide a resource for people seeking examples of processes and outcomes of academic co-authorship with young people and (undergraduate) students in the humanities and social sciences. To this end, the list only includes those articles that explicitly address the co-authorship process, or in which the different positionalities/voices of co-authors are clear.

The turn to co-production in humanities and social science research has seen a significant increase in research projects employing participatory and collaborative approaches (Bell and Pahl 2018). This is particularly the case in youth and childhood research, where participatory and arts-based methods are often employed to support a range of ethical, epistemological and intellectual aims, including democratising the research process, recognising alternative forms of knowledge, and centring youth voices (Nunn 2020). Aligned with this, in the field of education there has also been increasing attention paid to the importance of student voice, in both research and practice (Mitra 2004).

While the impact agenda – especially in the UK – encourages the co-production of non-traditional research outputs, youth co-authorship of academic publications is less common. In addition

References

Bell, D.M. & Pahl, K. (2018) 'Co-production: towards a utopian approach?' *International Journal of Social Research Methodology* 21(1): 105–117.

Mitra, D. (2004) 'The Significance of Students: Can Increasing "Student Voice" in Schools Lead to Gains in Youth Development?' *Teachers College Record* 106.

Nunn, C. (2020) Participatory arts-based research projects as 'exceptional spheres of belonging'. *Qualitative Inquiry*. DOI: <https://doi.org/10.1177/1468794120980971>.

Torrance, H. (2020) 'The Research Excellence Framework in the United Kingdom: Processes, Consequences, and Incentives to Engage?' *Qualitative Inquiry* 26(7): 771–79.

Caitlin Nunn
 Dr Caitlin Nunn is a Research Fellow at Manchester Centre for Youth Studies, Manchester Metropolitan University and an Honorary Research Fellow in Sociology at La Trobe University. Her research employs participatory and arts-based approaches to explore the lived experiences of refugee-background young people. Caitlin's research profile is available at <https://bit.ly/3aXD93i>.

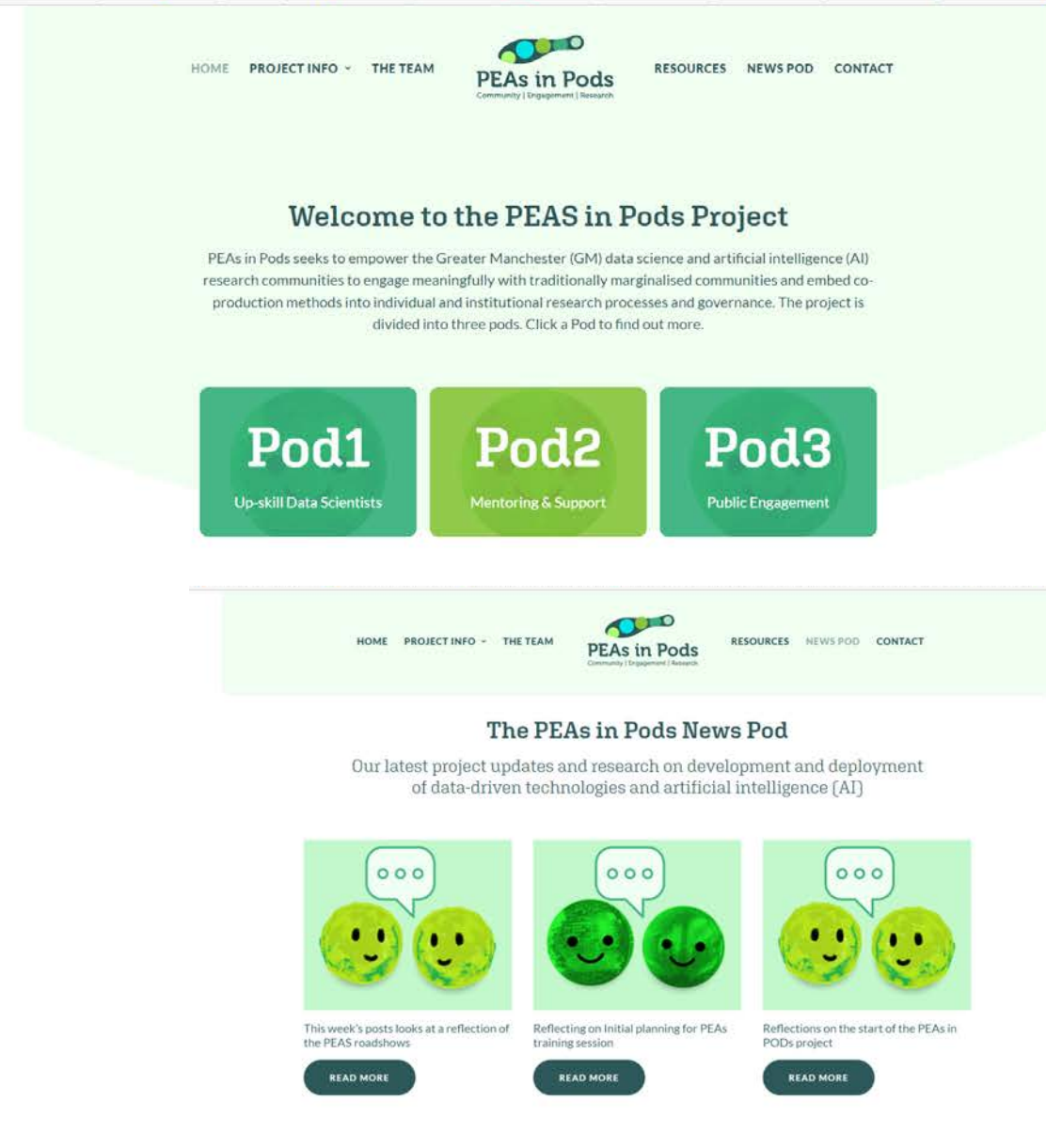
The Co-Produced List:
 Blake, S., Fagg, A., Carson, H., Coddington, C., Collis, B.

Dissemination: PEAs in PODs

Website <https://peasinpods.mmu.ac.uk>



Key Project milestones from personal account



Engineering and
Physical Sciences
Research Council



Manchester
Metropolitan
University

Example - Data from Linked in

- First PEAS in Pods Post 2022
 - 2453 impressions
 - 9 reposts
 - 50 reactions

Top demographics of unique viewers ⓘ

Locations ▾

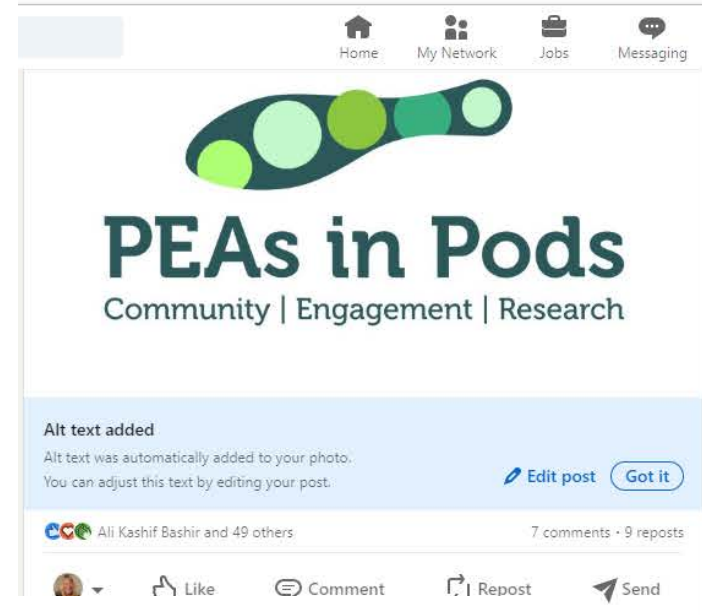
Manchester Area, United Kingdom · 449

London Area, United Kingdom · 162

Greater Leeds Area · 30

Greater Cheshire West and Chester Area · 25

Greater Liverpool Area · 24



Top demographics of unique viewers ⓘ

Industries ▾

Higher Education · 278

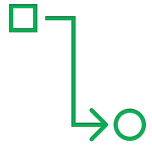
IT Services and IT Consulting · 198

Software Development · 166

Research Services · 85

Financial Services · 38

Impact Group Discussion



What is impact?



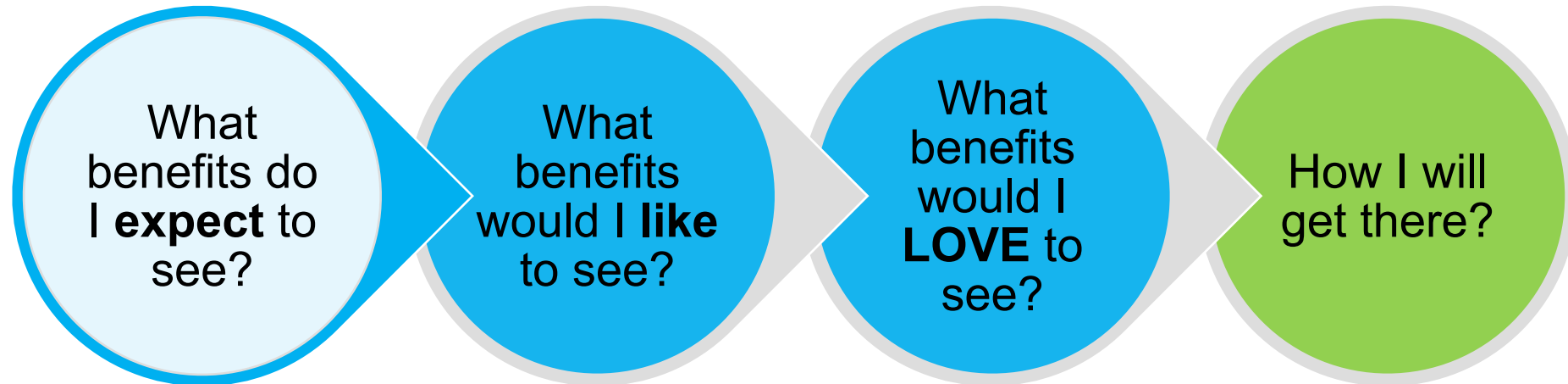
What is non-academic impact ? Can you think of examples?



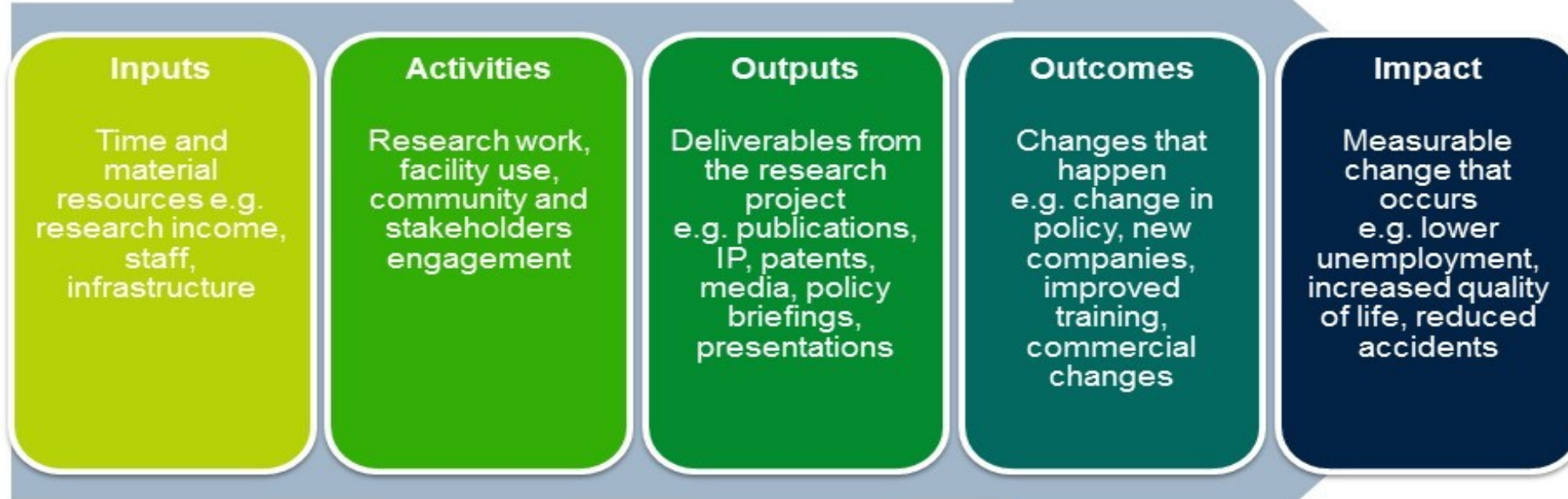
How do you build and capture impact in your research?

Impact planning: theory of change

A Theory of Change describes your expectations of what will change as a result of your research. It is the hypothesis of what impact you expect to see, what indicators you can measure, and how you will achieve it



Impact planning: Logic Model



Impact Pathway © CQUni
adapted from Kellogg Foundation Model & ARC Policy Impact Pathway Table

Impact planning: pathways to impact

- Identify relevant **stakeholders/beneficiaries**
- **Plot** activities and their outcomes
- Seek resources, training and support as needed
- Break the processes down into **SMART tasks**
- Prepare to be **flexible** and **adapt**
- **Integrate** this plan into your PDR, 3-5-year research plan, funding bids etc
- Take the **first step**
- **Revisit** and **review** your plan



This Photo by Unknown Author is licensed under [CC BY-NC-ND](#)

Impact Questions

Who will benefit from this research?

How will they benefit from this research?

What can you do to help this happen?

How will you prove these benefits have occurred?

How will you record and store this evidence?

Homework

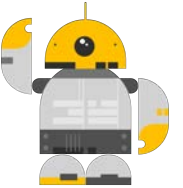
- Think about **one** of your current research projects
- Identify relevant **stakeholders/beneficiaries**
- **Plan a series of activities** and their outcomes
 - Consider skills and resources you might need to successfully engage?
- For each activity design an evaluation plan – think about how you can measure change
- Map activities and **stakeholders/beneficiaries**
- **Create your own theory of change model**

Example – Peas in Pods Impact and Theory of Change

Project Aims



To increase the public engagement and coproduction skills and confidence of PEAs through training, reflective mentoring and “learning-by-doing”.



To increase knowledge about data-driven technology and AI research among community participants and hence create the conditions for community members to participate as active stakeholders in research and design processes.



Demonstrate the benefits of coproduction methods to the GM R&D community, as a powerful way to align research to ethical principles and real-world societal needs, especially those of traditionally marginalised communities.



Nurture sustained relationships between PEAs, research institutions and traditionally marginalised communities and embed such interactions into institutional research processes.

Key Project Outcomes



Impact Logic Model

Inputs

- PEAs, communities, team, advisors, partners, funding...

Activities

- Training, mentoring, community projects...

Outputs

- Training materials, Guild community, 12-month action plans, papers, reports, presentations, AI in a Box, communications...

Outcomes

- See previous slide 😊

Impacts

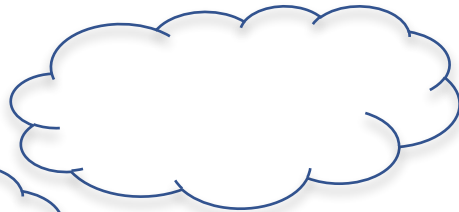
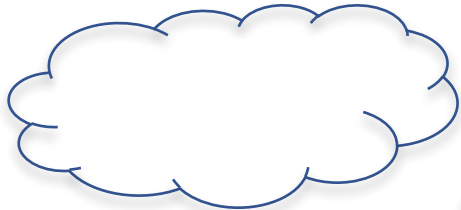
- Increased co-production; mutual benefits from co-production; increased skills (local, national, global); increased researcher motivation; increased retention; GM acknowledged as leader in co-production in AI/data science; adoption of approaches by other HEIs; communities feel less marginalised...



GMCA GREATER
MANCHESTER
COMBINED
AUTHORITY



The Alan Turing Institute

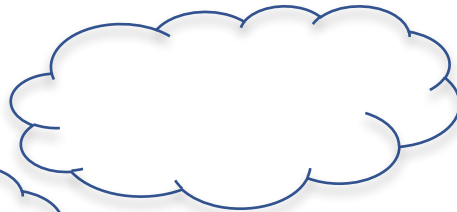
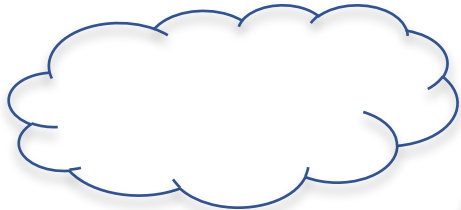




GMCA GREATER
MANCHESTER
COMBINED
AUTHORITY



The Alan Turing Institute



How will we know?

