

Public Engagement with Research Seed Fund Projects 2018-2019



The University's Public Engagement with Research Seed Fund is an internal grant scheme for academics and researchers to develop new Public Engagement with Research projects or improve existing activities.

The following projects were funded (ranging from £1,000 to £4,000) in response to the 2018-19 call for proposals; the final project summaries and lessons learnt are provided below:

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Section 1 - Humanities

1.1 Dr Erica Charters

Associate Professor of Global History and the History of Medicine
Wellcome Unit for the History of Medicine

Co-I: Paula Larsson (Faculty of History)



Oxford and Empires

Summary:

At end of 2018, we were very pleased to receive a PER Seed Funding Award in order to develop the Oxford and Empire Tours Project. This was designed to train postgraduates to give tours to the public in Oxford on aspects of imperial history and the legacies of colonialism in Oxford, with particular focus on Oxford's built environments and monuments. The funding was to cover the cost of an RA to coordinate the project, including the construction and maintenance of a website (50 hours total), along with funds to cover the costs of training workshops.

The project was very successful in terms of attracting interested students and ECRs, including beyond the History Faculty. We held two very popular workshops (1 March 2019; 22 May 2019) – indeed, the first one was entirely booked (50+ attendees). We hosted invited guest speakers who worked on similar projects (Stephen Tuck on one-off tours in Oxford; Rachel Lang from London's Legacies of British Slave-Ownership and their tours). These workshops were also successful in bringing together a range of researchers who shared additional resources on the topic of Oxford and Empire within the University, including: coordinators of the HEIR database (Archaeology), and lecturers in Continuing Education (who recruited students from their courses). We also held a follow-up training workshop (13 June 2019) and two afternoons of tour practice and feedback (24-25 June 2019). With Olivia Durand (DPhil, History) as Research Assistant, we created a project website (<https://oxfordandempire.web.ox.ac.uk/home>) which features information about the Oxford and Empire project as a whole and opportunities for workshops, events, and student involvement.

Reflections:

As a result of the difficulties recruiting students to give full-length tours, we have proposed a follow-up project: Oxford and Empire Podcasts. This would allow students to record one short podcast (c. 3 minutes) each on one monument or building within Oxford. The podcasts would be uploaded online via TORCH's Diversifying the University Voice app. Tourists – whether in Oxford or based elsewhere – would therefore be guided through Oxford and hear a diversity of Oxford perspectives while so doing. We think the shorter format would encourage students to participate, while the variety of individuals to be recorded (we have proposed including community historians and actors) would help to display the diversity of Oxford.



Links:

Please see the broader project website, of which the tours are one part:

<https://oxfordandempire.web.ox.ac.uk/home>

1.2 Dr Sian Gronlie

Associate Professor

Faculty of English / St Anne's College

The Saga Project: Tales the Vikings Told

Summary:

Oxford has a thriving research community working on the myths, legends and sagas of the Viking Age, including Viking-Age England. This is a rich body of stories about gods, giants, heroes, warrior women, shape-shifters, kings and poets. The aim of this project was to involve graduate students in taking these stories into local primary schools and museums, reclaiming them as part of our cultural heritage and making them accessible and enjoyable for primary-school children. We aimed to do this through incorporating interactive storytelling and craft activities, and using props and costumes to enable the children to act out parts of the stories. We worked with the Story Museum in developing our stories, and we liaised with the Oxfordshire Museum in Woodstock to organise storytelling workshops during the summer holidays that would bring children and families into the museum and engage them with stories from Viking Age England.

Reflections:

What I have gained most from the project is an understanding of the value of public engagement with research. It was time-consuming to prepare the stories and somewhat anxiety-provoking to stand up in a class of eight-year-olds, but it was also deeply fulfilling to see how much the children enjoyed the stories and how much they valued our visits. They had so much to contribute, so many ideas about the sticking points in the stories, so many stories of their own to tell. One high point for me was sharing some riddles from a saga with a year 3 class – so many of the children wanted to tell me their own riddles, that in the end the teacher had to ask them to write them down and send them to me in a 'riddle' envelope, as there wasn't time for any more. I hadn't expected to gain so much myself from the children's enthusiasm and energy. Another high point was when our storytelling session at one particular school turned spontaneously into outreach: the children were full of questions about what it was like to be at university, and excited by the prospect of life-long learning. This really opened my eyes to the importance of engaging with local schools and reaching out to children as early as possible. Storytelling is such a universal language – it's the perfect way to reach younger children (and, in the case of museum visits, their parents).

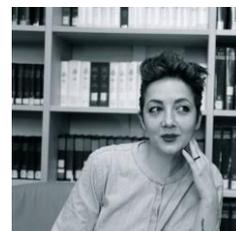
On a practical level, I have learned a lot about working with external partners, and the vocabulary they use, and also how to present and publicize events. One thing I would do differently next time is to start much earlier with publicity, especially in schools, to maximize



the number of school visits we can make. We are looking forward to continuing with the storytelling next year, involving new students, and adapting our stories in line with the experience we have gained this year to make them even more enjoyable and engaging for a range of ages.

1.3 Dr Suzan Meryem Rosita Kalayci

British Academy International Newton Fellow
Faculty of History



Refugee Children – Now and Then

Summary:

Today there are 25.4 million refugees worldwide, over half of whom are under the age of 18, and a quarter are refugee children from Syria. Many of these children are living in refugee camps without access to medical care, let alone schooling, and are often deprived of food and shelter. They are among the most vulnerable and affected groups of the Syrian conflict. As part of a series of refugee-related projects organised within the University's Gardens, Libraries & Museums, this project focused on 'refugee children - now and then.' This project encouraged encourage links between historians and humanitarian practitioners for mutual benefit and provided a platform from which several other projects developed. Accompanying public events engaged the general public in a reflection of how they can get involved in current refugee crisis debates. We are now planning to develop teaching resources for high school on specific humanitarian histories.

1.4 Professor Katrin Kohl

Professor of German Literature
Faculty of Medieval and Modern Languages



Uncovering Language Lives

Summary:

Many people perceive the UK, and themselves, as monolingual. Where people have learned another language at school, they often see themselves as having failed to achieve competence. Any 'heritage' or 'community' language they may speak is frequently perceived – contrary to the evidence – as compromising the mastery of English. This project encouraged participants to appreciate their experiences of other languages as an asset and contribute to legacy resources showcasing the value of language diversity. We recruited a diverse range of participants and supported them in discovering and expressing their hidden language biographies. They engaged in creative activities such as film, drawing, graffiti and drama led by professional arts facilitators, exploring their lives through the prism of their language experiences – those they speak and those in their heritage, those they have been taught and



those they have been discouraged or fascinated by. The participants contributed to investigating the role of 'language lives' as a source of creative energy, in the context of our research on the nexus between linguistic diversity and creativity.

Links:

Blog - <https://www.creativeml.ox.ac.uk/blog/exploring-multilingualism/uncovering-hidden-language-stories>

Example event advertisement - <https://www.creativeml.ox.ac.uk/about/events/act-yourself-uncover-your-hidden-language-story-swindon>

1.5 Professor Kate McLoughlin

Professor of English Literature
Faculty of English Language and Literature

Co-I: Dr Suzan Meryem Rosita Kalayci (Faculty of History)



Into Silence

Summary:

Into Silence was an interdisciplinary, public-facing enquiry into the artistic, cultural and historical significance of silence. It brought together members of the general public, members of the D/deaf and hard-of-hearing communities, members of the Oxford Quaker Meeting, academics from a range of disciplines and creative practitioners (musicians, sound installationists, dancers, film-makers, mime-artists, body percussionists) to share different kinds of performed silence together and to reflect on what they have experienced. In the silences of the performances (soundsculptures, mime, movement, soundless music), in the silences between them and in the silences that lead into and out of each event, those in attendance were encouraged to sense silence physically, to feel it emotionally and to think about it critically. The evening performances were followed by workshops the next morning in which we discussed what has been discovered in the light of literary, cultural and philosophical commentaries on silence.

Links:

Article - [Pembroke undergraduates reflect on their participation on 'Into Silence'](#)



1.6 Dr Toby Young

Gianturco Junior Research Fellow
Linacre College / Faculty of Music



Remixing the Genre

Summary:

It has been reported that classical music audiences are dropping, with many people believing that classical music 'isn't for them' or that they haven't got anything in common with the music (Pitts 2018). By elucidating the commonalities between classical and pop music through Electronic Dance Music remixes of classical works by three major producers, presented at club nights in London, Worcester and Brest, this project aimed to ignite interest for classical music in new audiences. Data collected through the project showed that innovative projects like this offer a successful way in for clubbers, by inspiring them to invest time and energy in discovering classical music.



Section 2 - Mathematical, Physical and Life Sciences

2.1 Christopher Duncan

Research Fellow
Department of Physics



Co-I: Dr Sian Tedaldi (Department of Physics) and Dr Ian Harrison (Jodrell Bank Centre for Astrophysics)

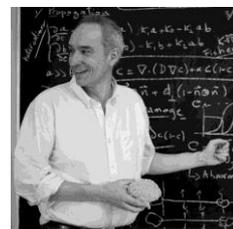
Multi-wavelength astronomy in VR

Summary:

We have developed a Virtual Reality (VR) experience demonstrating the spectacular Universe in multiple wavelengths of light. Researchers guide participants around the full celestial sphere, displayed all around them within the VR headset. Starting with the familiar visible sky we show real astronomical observations from multiple telescopes, which require radically different locations and technologies to create. In showing the Universe in all of these different observations, we demonstrate how different types of telescope are windows into radically different astrophysical process, from the earliest light of the Big Bang, to local nurseries where new stars are being born.

2.2 Professor Alain Goriely

Director of External Relations and Public Engagement
Statutory Professor (Chair) of Mathematical Modelling
Mathematical Institute



Co-I: Mareli Grady and Dr Victoria Neale (Mathematical Institute)

Oxford Mathematics Escape Room

Summary:

The Oxford Mathematics Escape Room took place as part of the Oxford Maths Festival. It gave adults who enjoy tackling puzzles and who are curious about mathematics the opportunity to visit the Oxford Mathematical Institute, to learn about the department's current research in an innovative and highly engaging way, and to interact with researchers.

Teams of 2-4 players solved a series of puzzles to retrieve the stolen portrait of Henry Savile. The experience followed a different format to traditional escape rooms to enable a larger number of people to take part. Multiple teams solved puzzles concurrently in a linear manner to lead them to the solutions. Puzzles were designed to be directly related to and drawn from current mathematical research, although the connections may not have been obvious during



the game. A book explaining all the puzzles, solutions and links to research were provided to all participants at the end of the event. The puzzles used have been placed online available for anyone to use in future to host their own event, alongside a video and photos.

Reflections:

On the whole we feel this event was a success, and achieved what we set out to do. The process of creating the Escape Room was exciting and a new innovation for Oxford Mathematics. This event was also very challenging in many respects. Puzzles had to be designed and tested in a very short space of time. Running a trial was extremely useful as it provided good feedback on the level of difficulty of the puzzles and the length of time teams took to complete the activity, which far exceeded our expectations, leading us to make significant changes before the public event.

In hindsight, running the event as part of the Oxford Maths Festival was too demanding given our people resources. On the night we experienced a number of difficulties including unexpected bottlenecks (that hadn't occurred in the trial) and logistical issues with set up that may have been avoided had the main project manager not been running a different event immediately preceding the escape room. This does not seem to have affected the enjoyment of the participating public, but it did lead to unnecessary stress for volunteers and staff, and led to the activity taking longer than expected.

The delivery of this event involved a large amount of work and reached a relatively small number of people. Our hope is that through continued use of the resources ourselves, as well as the online availability of resources to schools, it will reach a much wider audience.

The volunteers are particularly praiseworthy both for their willingness to immerse themselves in the project, and their patience when things didn't go quite to plan. This event was a success in very large part due to their enthusiasm.

Links:

Project webpage – www.maths.ox.ac.uk/r/escape-room

2.3 Dr Tonya Lander

Leverhulme Early Career Fellow
Department of Plant Sciences

Co-I: Nigel Fisher (Land Agent)



Citizen Science for Inspiration, Education and Bee Conservation

Summary:

There is widespread concern about global bee decline, however, there are knowledge gaps limiting our ability to respond effectively to this decline. This project focused on two of these



knowledge gaps: (1) We know approximately where individual bee species occur in the UK, but we don't know how many of each species we would expect to find. Hence we can identify when a species goes extinct, but not always when it is in decline; (2) We need specific guidance about what woodland and urban land management interventions support and enhance wild bee populations.

Oxford Plan Bee and the Wytham Woods Bumblebee Walk engaged citizen scientists in collecting data about wild bees in Oxford City and Wytham Woods. We aimed to collect essential data for long-term monitoring of wild bee populations, contributing to global efforts to understand and reverse pollinator decline. We also develop evidence-based management interventions for woodland and urban environments to protect and enhance populations of wild bees. The project also engaged with the local community to promote public understanding of plants, bees, ecology and conservation, and develop public ownership of local bee conservation programs.

Reflections:

In general, the participants were very happy with the walks, felt they had learned a lot and enjoyed the experience of exploring the woods or city with an expert. Publicity for the walks had the unexpected benefit of generating invitations for the Plan Bee team to join in other organizations' events, thus broadening our audience considerably. The British weather was perhaps inevitably a challenge, with walk attendees using the evaluation cards to protest on different days about conditions being too hot, too cold, too wet or too windy, either for them or for the bees. However, we were remarkably lucky with the weather overall.

Evaluation cards were effectively distributed by one walk leader, but the other walk leader did not distribute the cards. The online survey was much less effective at generating responses, though the 4 responses that were received did contain very useful information. Next time we would ensure that all walk leaders had clear guidance on the importance of using the cards. We would also include a question regarding how the person had heard about the walk in order to gauge the best methods for publicizing the project.

We had very positive feedback from one walk leader: "The project has been really great for me, it's given me experience of how to handle groups of people for three hours at a time on guided walks. It's definitely made me much more confident speaking to people and engaging with the public! It was also really fun learning new bee identification skills during the walks, and it has led to opportunities elsewhere, such as the Naturehood walks. The experience has also given me the confidence to volunteer my skills, which I did for at least 4 events this year." While her walks were aimed at public engagement and education, the leader's involvement did support her own studies: "the funding for the walks that was paid to me allowed me to stay in Oxford and study the nestboxes for my Masters degree, during which I studied the nesting habits of bees in Wytham and Oxford city."

Links:

Website:

<https://oxfordplanbee.web.ox.ac.uk/home>



There is a short film online about our activities at Wytham Woods here:
<https://www.youtube.com/watch?v=zE3O7HmuTJs&feature=youtu.be>

2.4 Dr Cedric Tan

Post-Doctoral Researcher
Department of Zoology



Co-I: Jennifer Spencer and Tony Wheeler (Department of Zoology)

The WildCru game

Summary:

Conservation of endangered species in Southeast Asia is a multi-faceted issue which lacks awareness, particularly in developed countries which are at the demand end of the supply chain. We created an interactive theatre that explored these sensitive issues, in particular, the vulnerable clouded leopard and the broader forces behind its population decline. During the play, the audience were involved in role-playing as characters, making decisions for the authors and providing suggestions for the final conundrum. Our piece was delivered live at science festivals and filmed for YouTube users.

Altogether, these data were used to examine the difference in perceptions across different countries and age groups and generate new ideas for difficult conservation problems. The performance educated and engaged the audience, in hope that it will shape perceptions and behaviour through affective learning. Our findings can help improve the delivery of theatre-based science communication and contribute to the generation of new conservation approaches in the tropics.

Reflections:

I have learned a couple of lessons:

1. When engaging the public in a science festival, it is best to keep the game short and simple. Sometimes the game may be too complicated or too long for those who were there only for a brief moment. Therefore, for the Oxford events, we conducted a board games cafe instead. For the Bristol event, we only exposed participants to one scenario during the game, rather than play through the game. These two methods worked well for the two different events
2. That printing the board game locally is challenging as there are very few game printing companies in the UK and the costs are high. We had to print ours in Hong Kong.

Links:

Science festival promotion of the event:

<https://boardgamesper.org/board-games-oxford-museum-of-natural-history/>



Section 3 - Medical Sciences

3.1 Professor Chrystalina Antoniadis

Associate Professor
Nuffield Department of Clinical Neurosciences



Co-I: Jacqueline Pumphrey (Nuffield Department of Clinical Neurosciences)

Picturing Parkinson's building bridges between patients and neuroscientists

Summary:

This was a pilot project that aimed to bridge the gap between objective research into Parkinson's disease and subjective patient experience of the condition, through the medium of fine art. The project provided a supportive space for patients to tell their stories and have them interpreted by professional artists. It enabled us (and other neuroscientist colleagues) to see the object of our research transformed and expressed in an imaginative way, which makes us think differently about the work we carry out. This project challenged us to bring creative approaches to our scientific work, and built our capacity for doing public engagement with patient and public audiences. The outputs of the project will be taken into the public arena, where they will be used to present a holistic view of Parkinson's as it is experienced, studied, and treated.

3.2 Dr George Busby

Post-Doctoral Research Associate
The Wellcome Centre for Human Genetics



The Mobile Maria Project Expedition Comic Strip

Summary:

The *Phoenix* comic (<https://thephoenixcomic.co.uk/>) featured the Mobile Malaria Project, a scientific expedition to Africa, for a period of eight weeks from March to May 2019. The MMP won the 2018 Royal Geographical Society Land Rover Bursary, providing them with the loan of a car to go on a challenging journey. Using a car that had been modified to carry portable genetic sequencing technology, the aims of the journey were to document and communicate the breadth of scientific research being conducted into malaria across Africa and to trial the lab with local researchers. The comic strip was produced whilst the MMP was in the field, documenting the geography of the journey with live updates on what the team was doing, where we were going and the people that we met. The *Phoenix* published maps, photographs and up to date reactions from the scientists about their adventures to an estimated audience of 40,000 children. The feature was informative and educational, but perhaps more importantly, a fun and engaging read.



Reflections:

- We could have used more time. We tried to run the comic strip in realtime, which we did, but due to the copy needing to be finished 10 days before publication, we were up against the clock most weeks. This wasn't helped by the beginning of the journey being delayed. Nevertheless, we feel that having the comic published whilst we were in the field added to the excitement for the readers.
- We could have spent more time collaborating with the comic on visuals. There were a lot of words and the strip contained some interesting pictures of malaria parasites, mosquitoes and the scientific technology we were using. However, we feel that more time spent on designing how the themes were explained would have increased their impact.
- The MMP team ended up proofing the text and the science in the field, which is work that could have been done before leaving and meant that the editors had to develop some of the scientific content themselves.
- We could have linked the science more closely to the school science curriculum. If we were to do the project again, then we would definitely work with a school to make some of the messaging closer to what kids learn about at school.

Links:

Project website - <https://mobilemalaria.com/resources/comic/>

3.3 Dr Alexandra Hendry

Post-Doctoral Research Associate
Department of Experimental Psychology



Co-I: Professor Kim Plunkett and Dr Karla Holmboe (Experimental Psychology)

BabyLab on Tour

Summary:

Not all parents have the time or resources to take part in lab-based research, but we wanted to increase the numbers and range of families who benefit from it – by sharing what we already know, what we are trying to find out, and how, with as many families from as wide a range of backgrounds as possible. This meant taking our research on early development out of the University and into the community.

This first BabyLab On Tour pilot was based on an ongoing study into Executive Functions. Executive Functions are skills that enable us to control our attention and behaviour in order to achieve a goal. Strong Executive Functions are linked to better performance at school and higher levels of health, wealth and happiness in later life. In partnership with the *Peep* charity we ran two 6-week series of parent-and-baby workshops on the theme of Executive Functions,



with families living in disadvantaged areas around Oxford. The workshops revolved around games and activities for parents to play with their children using low-cost materials that were given to parents to keep.

Reflections:

This project has given me a renewed excitement about my research by reminding me why I'm doing what I'm doing, and directly connecting me with the groups I'm aiming to help. The project also provided the foundation for a fruitful new collaboration which I hope will allow me to sustain this public engagement work in the long-term, and continue to directly benefit families.

I believe that leading the workshops has also made me a better science communicator. When you're face-to-face with parents you can really tell when you're explaining a topic clearly, and when you're not – and when there's a toddler in the room you can't get away with long circuitous arguments!

Initially I was wary of making parents feel patronized or bored by lecturing them with theory but I was blown away by how keen parents were to learn more. Parents also offered insights into their childrens' development that I'm sure will improve my own theories.

Links:

The PER fund was also used to create this short video about the Oxford BabyLab – <https://www.youtube.com/watch?v=rr2bAZS3E2s>



Section 4 - Social Sciences

4.1 Dr Sallie Burrough

Trapnell Research Fellow in African Environments
School of Geography and the Environment

Co-I: Professor David Thomas and Dr Sigrid Staurset (School of Geography and the Environment)

Megalakes and Stone Age Humans: Telling the Story of the Makgadgadi

Summary:

Between 2016 and 2019 the first systematic analysis of Stone Age archaeology in the Makgadikgadi basin was undertaken as part of a collaborative project funded by the Leverhulme Trust. The Makgadikgadi salt pans, formerly one of Africa's largest lakes, withholds a remarkable Stone Age record of human history including some of the largest hand - axes in the world. The excavations, geochemical and environmental analyses being undertaken reveal a fascinating story of ancient human use of the desert landscape that has previously remained untold. This project sought to engage the Botswanan public to share these findings and to ensure our knowledge of the landscape and its use by our ancestors is not merely the privilege of the academic community. We also attempted to seek out views on the importance of this research and how we could better include and engage the community in any future research endeavor.

Through a series of local community Kgotla meetings, school visits and public lectures we attempted to enter into dialogue with several different groups of the public. To ensure the longevity of our efforts, as far as disseminating our research findings, we have designed Public Information Boards to be installed in two prominent locations around the Makgadikgadi basin. The location and appropriateness of these sites was discussed with the local community and community leaders. We hope that empowered with this information, these communities, in partnership with the tourist industry and government, will be inspired to seek out greater recognition and protection for human origins sites within Botswana both locally and more widely across the country.

A series of popular magazine articles are being prepared for release in conjunction with academic papers from this research.

Links:

Department link to project news: <https://www.geog.ox.ac.uk/news/2019/0129-botswana-outreach.html>



4.2 Dr Juanjo Garcia-Granero

Marie Skłodowska-Curie Individual Fellow
School of Archaeology



From the Neolithic to the Table

Summary:

The development of farming and the processes commonly associated with it (sedentism, invention of pottery, etc.) had major impacts on how humans produced, transformed and consumed foodstuffs. This project used food as a means to explain aspects of the daily life of Neolithic populations around the world by recreating Neolithic 'recipes' using actual remains of food under preparation or food ready for consumption recovered from four archaeological sites in China, Turkey, Germany and Switzerland.

The recreated Neolithic recipes were presented to the public during the course of two small cooking workshops (45' each) as part of Alícia't, a major gastronomic event organised by the Alícia Foundation (Món St Benet, Barcelona, Spain) in April 2019, and a more in-depth workshop (90') organised at the History Museum of Catalonia (Barcelona) in July 2019. During these workshops, participants had the opportunity to learn about the past in a fun, immersive way and to savour the tastes of our ancestors.

Reflections:

This was my first experience on public engagement. Originally, the target audience of the cooking workshops organised as part of this project were adults and young adults who like cooking and are interested in learning about archaeology. Children were never considered a target audience due to the (perceived) complexity of the topic. However, every workshop comprised a wide array of participants from all ages, including children who were particularly eager to actively engage (grinding millet grains to prepare noodles, kneading the dough to bake bread, etc.) and to taste the recipes, and who often asked questions. This was a welcome surprise and encourages me to continue using food as a means to explain how people lived thousands of years ago and to plan future engagement activities specifically designed for children.

Links:

Link to a Research Story by Robyn Mason (School of Archaeology Communications Officer) describing my research (including the cooking workshops):

<https://oxforduni.maps.arcgis.com/apps/Cascade/index.html?appid=c52925b1e57947f89e5ef484b1069d11>



4.3 Professor Dan Hicks

Professor of Contemporary Archaeology
School of Archaeology



LANDE: the Calais “Jungle” and Beyond

Summary:

LANDE: the Calais “Jungle” and Beyond is a major temporary exhibition that documents the material, visual and digital culture of forced migration. Through partnerships with a collective of refugees and activists, the PER funded project has had five main outcomes: (1) a workshop with the co-curatorial team to produce a series of written responses to five objects and images selected from the exhibition; (2) these objects were then professionally photographed, and alongside with the corresponding texts, were produced into postcards for the public to explore the stories behind the exhibition further; (3) a major launch event at the Pitt Rivers Museum for over 150 people; (4) a workshop led by one of our co-curators aimed at school students aged 16 to 18, to address contemporary issues of migration through art; (5) a series of public lectures.

The project represents a landmark in the development of public engagement through contemporary archaeology and the display of the most recent past in museums. It has contributed to the ongoing diversification of the Pitt Rivers’ audiences and represent a unique documentation of the human lives bound up with material objects in the context of forced migration.

Links:

The Guardian:

<https://www.theguardian.com/artanddesign/2019/may/16/calais-jungle-archaeological-dig-pitt-rivers-oxford>

The Economist:

<https://www.economist.com/prospero/2019/05/07/an-exhibition-of-material-and-visual-culture-from-the-calais-jungle>



4.4 Dr Jade Whitlam

British Academy Postdoctoral Fellow
School of Archaeology



Co-I: Jozie Kettle (Pitt Rivers Museum)

Farming: the first 12,000 years

Summary:

In July 2019 'Farming: the first 12,000 years' opened up a new trail across the Pitt Rivers Museum in Oxford and the Museum of English Rural Life in Reading (UK). Taking agricultural implements as its starting point, this trail weaves a narrative about farming's past, inviting participants to explore the stories inherent in each object and reflect on how farming has shaped people's lives, from prehistory to the present. It also asks, 'what is the future of farming?' and 'how can our knowledge of the past help shape this?' The trail is available in both museums as a printed booklet and as an [online exhibition](#).

A one-day event at the Pitt Rivers Museum helped launch the trail. This was open to all ages with a series of hands-on activities including crop processing demonstrations, strawcraft and an archaeology lab. We were also joined by local organisations including The Oxford Food Bank and Good Food Oxford. In the evening, the museum was opened for an adults-only event in collaboration with The Oxford Artisan Distillery. The project also worked to engage Early Career Researchers and DPhil students, providing them with an opportunity to gain the skills and experience for further public engagement with research activities.

Links:

Online resource - <https://merl.reading.ac.uk/explore/online-exhibitions/farming12k/>



Section 5 – Continuing Education

5.1 Dr Nihan Akyelken

Associate Professor in Sustainable Urban Development
Sustainable Urban Development Programme



Mobile Lives: Co-researching mobility-related social exclusions in Istanbul and London

Summary:

This project will employ co-investigation methodologies of data collection in Balat-Fener neighbourhood in Istanbul and investigates its use in understanding the linkages between everyday mobility, social exclusion and access to urban opportunities. By doing so, the project will enable expanding the understanding of the exclusionary impacts of restricted access and mobility, which will benefit the community. The public film screening of the co-researchers' presentations will help disseminate the results effectively and increase awareness. By bringing the diversity and social (dis)advantages to the attention of the members of the public, the project seeks to shed light on possibilities for innovative ways of understanding the mobility and access needs of the socially excluded urban populations. It also aims to empower socially disadvantaged communities by providing them with a learning-and-reflecting process.

