PATHWAYS TO RESEARCH IMPACT: SOME POSSIBILITIES

Dr Katy Vigurs
iCeGS
University of Derby
@drkatyvigurs
• Form a pair with someone you haven’t really spoken with.
• Introduce yourselves, your research and share a personal fact
e.g.
  • First job
  • First live music gig
• Discuss what the term ‘research impact’ means.
• Generally speaking, what might research impact look like in practice? Can you think of one example?
• Join with another pair.
• Compare definitions of ‘research impact’ and make refinements to produce a shared definition.
• Then list why research impact is seen as an increasingly important issue.
What do we know about research impact now?
VALUES

VISIBLE
ACCESSIBLE
ENGAGING (not in a big headed way)
CONNECTIVE
CROSS-DISCIPLINARY
CONTRIBUTION
ENCOURAGING
HOW DO YOU USE SOCIAL MEDIA NOW?

- Personal use
  - Infrequent user
  - Frequent user
- Professional use
social media

noun

websites and applications that enable users to create and share content or to participate in social networking.
HOW DO YOU USE SOCIAL MEDIA NOW?

**Personal use**
- Facebook
- YouTube
- LinkedIn
- Goodreads

**Professional use**
- Trello
- Evernote
- SlideShare
- Google
- Hangouts

**Infrequent user**
- Instagram
- Twitter

**Frequent user**
- YouTube
- Twitter
- Google Drive
THINKING ABOUT
AUDIENCE
STAKEHOLDERS
RESEARCH USERS
PUBLICS
HOW COULD YOU FACILITATE ENGAGEMENT?

Discuss with your partner how you could facilitate effective engagement with some of the groups identified.

List possible engagement strategies.
HOW HAVE OTHERS ENGAGED WITH AUDIENCE?

EXAMPLES TO CONSIDER
Dr Andrew Wilkins
@andrewilkins
saseproject.wordpress.com

Chart whole lifecycle of research project:
Research Questions
Reading
Data collection in real time
Insights into analysis process
Dissemination activities
Publications

Build project fan base.

SCHOOL ACCOUNTABILITY AND STAKEHOLDER EDUCATION (SASE)
Official blog for ESRC-funded project SASE (2012-2015)

About
Welcome to the official blog for the Economic and Social Research Council (ESRC) funded project School Accountability and Stakeholder Education (SASE) (Grant reference: ES/K001299/1). The project is funded as part of the ESRC Future Research Leaders scheme which aims to support outstanding early career researchers to
CO-AUTHORED BLOG

Dr Heather Mendick, Dr Kim Allen, Laura Harvey and Aisha Ahmad
@CelebYouthUK celebyouth.org

Launched at start of project.
Gave ‘backstage view’ of craft of research.
Similar to SASE Project but perhaps set out to be more interactive & inclusive for ‘audience’.
Encouraged guest blog posts from young people, parents and practitioners.
Connected blog to Twitter account.
Became digital sociologists.
CO-AUTHORED TWITTER ACCOUNT

Shared responsibility
Built a following
Regular updates and interactions
Visible research processes
Accessible researchers
Shared images & video as well as text

CelebYouthUK
@CelebYouthUK  Follows you

ESRC research on the role of celebrity in young people’s classed and gendered aspirations by Heather Mendick, Kim Allen, Laura Harvey, Aisha Ahmad & Akile Ahmet

823 Following  2,334 Followers

We’ve just returned the proofs of our book. Due early 2018 & available for preorder (incl. affordable paperback)
CONNECTING UP COMMUNICATION MEDIA

Ensure sharing and interaction is possible across platforms.

REACH

INFLUENCE

SERENDIPITY OF NETWORKS
RESEARCHER AS DIGITAL GURU

CLEAR FOCUS

VISIBLE

ACCESSIBLE

CONNECTIVE

LEADS & CONTRIBUTES TO DEBATES & KNOWLEDGE

ENABLING

CRITICAL

VALUABLE CONTENT

LOOK AT HER ‘REACH’

I'm the managing editor of the Thesis Whisperer blog and director of research training at ANU (@ANUHDR). I do research on research and think about stuff.

Canberra, Australia  thesiswhisperer.com
1,793 Following  34.1K Followers

Dr Inger Mewburn @thesiswhisperer  · 5h
Why is academic writing so ... awkward? The passive aggressive dinner party theory: buff.ly/2xvC1RX #phdchat
TWEETING YOUR BLOG POSTS

Building an audience can increase reach
LIKES
RETWEETS
COMMENTS

Dr Inger Mewburn
@thesiswhisperer

Why is academic writing so ... awkward? The passive aggressive dinner party theory: buff.ly/2y6TcKy #phdchat #acwri

Academic writing is like a painful, upper middle class din...
thesiswhisperer.com

8:00 am · 27 Sep 17
43 Retweets 89 Likes
Getting started…

FALSE STARTS

RENEWED COMMITMENT

LEARNING BY LURKING

BECOMING VISIBLE

Using Twitter in university research, teaching and impact activities

A guide for academics and researchers

Amy Mollett, Danielle Moran and Patrick Dunleavy

Twitter is a form of free micro-blogging which allows users to send and receive short public messages called tweets. Tweets are limited to no more than 140 characters, and can include links to blogs, web pages, images, videos and all other material online. You can start tweeting in 10 minutes, anytime, from your computer, smartphone or tablet.

By following other people and sources you are able to build up an instant, personalized Twitter feed that meets your full range of interests, both academic and personal. Thousands of academics and researchers at all levels of experience and across all disciplines already use Twitter daily, alongside more than 200 million other users.

Yet how can such a brief medium have any relevance to universities and academia, where journal articles are 3,000 to 8,000 words long, and where books contain 80,000 words? Can anything of academic value ever be said in just 140 characters?

This guide answers these questions, showing you how to get started on Twitter and showing you how Twitter can be used as a resource for research, teaching and impact activities.
ONGOING LEARNING

Reading

Following

Interacting

Developing use
<table>
<thead>
<tr>
<th>NUMBER OF TWEETS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PURPOSE OF TWEETS</td>
</tr>
<tr>
<td>HASHTAGS</td>
</tr>
<tr>
<td>QUOTING OTHERS’ TWEETS</td>
</tr>
</tbody>
</table>
METRICS OF ENGAGEMENT
**Impressions**

**Total engagements**

---

**Tweet activity**

**Katy Vigurs** @drkatyvigurs

One for team **icegs**

https://twitter.com/ESRIDublin/status/912217732464173056 ...

---

Impressions

511

times people saw this Tweet on Twitter

---

Total engagements

6

Times people interacted with this Tweet
### Visualising Engagement

**How are people engaging?**

<table>
<thead>
<tr>
<th>Tweet activity</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total engagements</strong></td>
<td>6</td>
</tr>
<tr>
<td>Times people interacted with this Tweet</td>
<td></td>
</tr>
<tr>
<td><strong>Retweets</strong></td>
<td>2</td>
</tr>
<tr>
<td>Times people Retweeted this Tweet</td>
<td></td>
</tr>
<tr>
<td><strong>Hashtag clicks</strong></td>
<td>2</td>
</tr>
<tr>
<td>Clicks on the hashtag(s) in this Tweet</td>
<td></td>
</tr>
<tr>
<td><strong>Likes</strong></td>
<td>1</td>
</tr>
<tr>
<td>Times people liked this Tweet</td>
<td></td>
</tr>
<tr>
<td><strong>Profile clicks</strong></td>
<td>1</td>
</tr>
<tr>
<td>Number of clicks on your name, @handle or profile</td>
<td></td>
</tr>
</tbody>
</table>
OTHER PLATFORMS?

WHAT ARE YOU SHARING?

TEXT

IMAGES

VIDEO

AUDIO

BEING VISIBLE ACROSS PLATFORMS.
QUESTIONS ABOUT USING SOCIAL MEDIA FOR RESEARCH ENGAGEMENT
Higher Fees, Higher Debts: Greater Expectations of Graduate Futures?
A research informed comic
Carina Girvan
@cgirvan

@drkatyvigurs research-informed comic arrived today ❤️ If only all my reading was so colourful and easy to read.

Would different output increase interest?
Examples of student artists' initial responses to the selection brief
Four students. Different styles. Alternative visual interpretations. This developed my ‘graphic imagination’. I revised my plan from four ‘visual vignettes’ to a full comic book. I employed all four students artists. Realistic costings negotiated.
Turning eight interview transcripts and the research report into a 30 page comic book.

Storyboards and script writing.

Researcher and student artists working together.

Negotiating the graphic representations and the order of the pages.

Division of labour.

Ongoing processes of interpretation.

Seeing the research through student artists’ eyes.
Comic strips in progress. Reviewing and editing draft hand-drawn work.
I'd allowed four months to make the comic. It took six months. Support and flexibility were important. We were all learning.
I think going to university helps prepare you for the working world.

I'm not sure what career path I want to take.

I think I need to study a postgraduate qualification if I want to be a solicitor.

But I need to save money.

So I'll get a non-graduate job when I leave uni.

It'll also give me time and space to think about my future.

I'm really worried about getting a graduate job.

I'm not sure there are enough jobs out there.

I didn't enjoy my degree, but I thought it would lead to a well-paid job.

I kinda wish I'd done criminology or psychology instead. Would've been more interesting.

I'm not too worried about my student debt, but I do want to pay my loan off asap.

Money plays a huge part in my decision-making.

It's why I'm taking a couple of years out to save.

Coming from a poor background, my family can't help support me.

To do list:
1. Make money
2. Get flat
3. So earning money after education is a necessity, not a choice.
TAHIRA
BSc Optometry
Russell Group University
Low socio-economic background
Maintenance grant,
university bursary & student loan
Graduated July 2015

Studying is hard, I spend five days a week doing theory
and practical work from 9 til 5.30pm.

This takes up a lot of my free time, on top of a full
day of lectures.

My lecturers have gone out of their way to help us
in our studios and with gaining future employment, they put a lot of their
own time into helping.

My priority is to qualify as an optometrist as quickly as possible and get a job.

To do this I need to do an extra pre-registration course after graduation.

While doing my pre-reg course, I will be paid minimum wage at £6.50 an hour so I needed to stay
local as it would cost a lot of money to move to another town as well as
travelling to work.

Pre-reg Placements

Once I finish my pre-reg course, I will be employed for an extra twelve months at the
opticians as a fully qualified optometrist.

I'm not interested in doing a postgraduate course, I wasn't sure what I'd want to research.

I'd just be happy to complete my pre-registration course and qualify.

I'm not too worried about the debt because I expect to be get
a well paid job in 2 years.

but I do want to pay it off quickly.

At the time I did think my loans were a lot to pay, but you don't think about how you're going to pay it back.

In the end I should be earning enough to pay it back over time.

I'm worried I'll only be able to pay it back a small bit at a time and it will take twenty years.

I want to work so I can get rid of the loan.
DAN  
DEBT £44,400
BSC IN DIGITAL FILM & POST PRODUCTION TECHNOLOGY
MILLION + UNIVERSITY
STUDENT LOAN ONLY
GRADUATED JULY 2015

I don't see myself working in the field I've studied in; I'd be lucky and happy if I could, but, being realistic, I see myself working in the first normal job that I can get my hands on.

Supermarket Application

Digital Film Assistant Role

Interview List

Experience Needed

Sorry but No, you need own equipment

Rejection Letter

I'd like a fixed reliable wage. It would be good to be able to be self-sufficient, independent post-production guy working freelance, but I wouldn't know how to make myself a freelance worker; I wouldn't even know where to start.

Equipment

Buy - $$$$$
Rent - $$

I don't have any film equipment and can't afford to buy my own, so for freelance jobs I'd have to include the cost of renting all the equipment and it would be just me on a job, so I'd really be in at the deep end.

Digital Film Sign Up Sheet

Visual Effects Sign Up Sheet

I've had enough of studying really.

School

University

Nursery

I'd like to find my own place now; that's got to come first really and going back to university would just sort of be putting that off.

Digital Film at the Uni instead of this degree, which would have been more specialised.

But I didn't know that then!

2011

He actually started studying a degree in education in 2011, which cost £10,000 per year, but he dropped out after the end of Year 1.

Switched to this degree but that was a fresh whole year so I was faced with the choice of switching to a degree that would cost three times as much, so it was a very big decision to make.

Financial Stability

Creative Dreams

I just need to be secure; in my personal circumstances now, that's the main consideration at the moment, rather than being a freelance creative id.
The decision to accept 'an ordinary job' on graduating is quite common. Some plan to take 'a year out', by which they mean working 'an ordinary job' in order to earn or save money or buy them some thinking time in relation to what to do with their future.

I'm moving to Wales just for the year. So I'm really just looking for care home jobs, just to get something coming in.

I'm really just earning money as soon as possible because I come from quite a poor family so, without the student loan, I'm going to be needing something immediately.

I will take a year out, a gap year, and look for work.

Currently I'm working in a restaurant so that might be something I carry on doing after Uni.
The students who did not have access to financial support in the short-term after university, felt under much more pressure to find ways to quickly generate an income or build up savings straight after graduation.

I do have a lot of money concerns.

I'm not particularly great at saving. I have been meaning to put a little bit of my student loan away each term to cover those periods where I don't have a job or when I'm not in uni.

But so far I've saved none of it.
Processes of dissemination
Higher Fees, Higher Hopes: Greater Expectations of Graduate Futures?
A research-informed comic

@drkatyvigers research-informed comic arrived today ❤️ If only all my reading was so colourful and easy to read.

@drkatyvigers research-informed comic arrived today ❤️ If only all my reading was so colourful and easy to read.

Prof. Runa Tedeschi @PhD_RunTed
Lively the work of @drkatyvigers, @Green_Square, @SteveJerg, @RadicalResearch...
I hope you enjoy this research release.

Laura Clancy @Laura_Clancy
@AbrahamsLJ @drkatyvigers @StevenJones_MCR Have you seen the comic?

Katy Vigers @drkatyvigers
@PhD_RunTed I am thrilled with the collaboration with @great @salforduniversity student artists @Casual_Cope @BarbasArt @FuchsiaArt @BillyValCass @BillyValCass

Lizzie Houghton
@Laura_Clancy @AbrahamsLJ @drkatyvigers @StevenJones_MCR Had! Everything I love: comics and HE research 😍

Ciaran Burke @CiaranBurke
Look what came in the post today @drkatyvigers - it looks great! Will be bringing some to SRHE?

Enserco Priego @EnsPriego
Thank you, @drkatyvigers!

Rachel Brooks @RachelBrooks
Many thanks to @drkatyvigers for her research-informed comic that has just arrived. Great idea and can't wait to read it!

Carina Girvan @CarinaGirvan
Running the work of @drkatyvigers, @Green_Square, @RadicalResearch... I hope you enjoy this research release.
Preparing to speak to a reporter from @timeshighered about potential role of research-informed 'comics' to get research to wider audiences.
Enjoyed talking to Jack Grove @timeshighered about employing 4 @StiffsUni student artists to produce research-informed comic.
@garethcowlin
Comic strip lays bare student debt worries

Student artists at Staffordshire University have transformed academic research on graduate debt into a full-length comic

October 27, 2016

By Jack Grove
Twitter: @jgro_the
Just seen print copy of THE article on our student debt research-informed comic. Good to see art by @BlueJayCartoons showcased in the piece!
Student debt research transformed into comic book by Staffordshire University

By KathieMcInnes | Posted: November 30, 2016

One of the illustrations from the Staffordshire University comic book.

Young people could soon be picking up tips on how to survive student debt from a comic book inspired by Staffordshire University research.

Academic Katy Vigurs asked a group of cartoon and comics arts students to turn her findings into the 15-page strip, which features a cast of characters after they graduate.
Hi Katy, I hope you don’t mind the DM. Would you be up for an interview about your work with comics? We could use a Google doc... then publish as a blog post...

5 Nov 2016

Totally up for this! :-)  

5 Nov 2016

Yay! Thanks. Awesome. We could do it gradually and at our own time. I’d share a google doc with a link... do you have a gmail account?

5 Nov 2016

Sorry for delay. Just back from teaching doctoral students at a Saturday School. My Gmail address is katy.vigurs@gmail.com

5 Nov 2016

Hi Katyl Have shared a google doc with your gmail account. No rush. Thank you! Happy week.

7 Nov 2016

Brilliant. Thanks very much. This week is horribly busy for me, so I’ll sit down with it this Saturday. Looking forward to it :-)  

7 Nov 2016

Thank you!

I just started with two intro questions and depending on what you answer I will take it from there to try to make it a bit more dialogical ;)

7 Nov 2016

Hiya! Just answered the first two questions :-)  

7 Nov 2016
Interview

Comics as Research, Comics for Impact: The Case of *Higher Fees, Higher Debts*

Author: Ernesto Priego

Abstract

Researchers have turned to comics as outputs incorporating their research findings. These comics are print and/or online publications that can lead to the wider adoption of research and enhance educational practices, widen public engagement, and improve the possibilities for research to influence public policy.

This article presents an interview with Professor Katy Vigurs about *Higher Fees, Higher Debts: Greater Expectations of Graduate Futures?*, a comic based on a research report produced for the Society for Research into Higher Education (2016).

In order to contextualize the interview, this article also provides an introduction to non-fiction comics research, and concludes with reflections on comics as a way of doing research. This article seeks to document and encourage further knowledge-exchange between the higher education sector and comics practitioners, and between researchers using comics in their research or as a means to disseminate their own research and those scholars who research comics as their main object of study.

Keywords: higher education, non-fiction comics, research, scholarly - communications, student finance
"Visualizing your final product is invaluable in research contexts."

Storyboarding research: How to proactively plan projects, reports and articles from the blogs.lse.ac.uk

@LSEImpactBlog
Public engagement resources & support

Pathways to impact planning

Impact case studies
Over to you …

… possible creative pathways to impact?

**Identify audiences**
What groups will be interested in your data & why?

**Select methods of engagement**
What are the ways you can make your research more visual & accessible for these groups?

**Timing/s**
When will you share?
Ongoing?
Will there be an optimum time to share your findings?

**Resource & support needs**
What do you need to realise alternative outputs for wider impact? Ask for support.