

DR. ERIC A. JENSEN

BA, MA, MPhil, PhD

PERSONAL VISION

My vision is an inclusive world where social science-based tools, methods and evidence are deployed strategically to deliver a more socially responsible, healthy, environmentally and socially sustainable society.

PRIMARY CURRENT ROLES



CEO and Director of Research

Institute for Methods Innovation

Overall leadership for this non-profit educational institute, as well as serving as Research Director. Also deliver impact evaluation training through its professional development program, [Methods for Change](#). The Institute has a particular interest in enabling evidence-based practice and using technology to boost quality and efficiency of evaluation and social research.



Brinson Foundation Civic Science Fellow (and Visiting Research Scientist)

focusing on evidence-based science communication. This project is funded by The Brinson Foundation and linked to the Civic Science Fellows program led by the Rita Allen Foundation and is based at the National Center for Supercomputing Applications, University of Illinois at Urbana-Champaign.



Associate Professor. Department of Sociology.

University of Warwick

(2010- [part-time 20% from Oct. 2018], career break from summer 2022)

Founded Master's program on Science, Media and Public Policy



Doctoral Research Supervisor

University of Oxford

HIGHLIGHTS

External funding

Since 2007, I have led **80+ research, evaluation or impact projects or work packages as PI, co-PI or co-I, worth about \$7.3 million to my institutions (total value of these projects is around \$37.3 million)**. These projects have had a wide range of funders, including the National Science Foundation (USA), Alfred P. Sloan Foundation (USA), The Brinson Foundation (USA), European Commission (EU), UK Research and Innovation (Arts & Humanities Research Council; Economic and Social Research Council), National Endowment for Science, Technology and the Arts (UK), UK government departments (inc. Defra; DCMS), the Nuffield Foundation (UK-based), Sciencewise, Arts Council England, National Coordinating Centre for Public Engagement, Disney Conservation Fund, Science Foundation Ireland, the German government (BMBF – education ministry), Brazilian government (federal and state of Sao Paulo) and UNESCO, among others.

As a research director, I have led the delivery of numerous high-profile social research projects for government clients, most recently the [SFI Science in Ireland Barometer](#) (€282,000, completed October 2021).

Publications

So far, I have published **120+ journal articles, books, book chapters and official reports, including numerous influential policy reports for government and non-profit organisations** such as UNESCO, Science Foundation Ireland, the European Space Agency, the Department for Digital, Culture, Media and Sport, Department for Environment, Food, & Rural Affairs, Arts Council England, the Australian Research Data Commons and the European Commission.

Impact (recent highlights)

- Author of the global report for the first formal monitoring point for the UNESCO Recommendation on Science & Scientific Researchers, analyzing and synthesizing national reports submitted from all over the world and preparing a report with recommendations for the UNESCO Executive Board. (Invited to join UNESCO temporarily for this assignment based on recognized expertise on topic of socially responsible research systems).
- Developed detailed methodological framework for the UNESCO Recommendation on Science & Scientific Researchers formal monitoring process, as well as piloting the new process in six African UNESCO Member States (Consultancy project conducted in 2022).
- Lead author of the national reports on the state of science submitted to UNESCO for the quadrennial monitoring of the Recommendation on Science & Scientific Researchers for South Africa, Lithuania, and Serbia.
- Invited expert trainer for Arab UNESCO Member States on monitoring and evaluation of science systems.
- Designed and published indicators framework for the UNESCO Recommendation on Science & Scientific Researchers in collaboration with UNESCO permanent staff.
- Invited trainer (and training via the registered charity I co-founded) for numerous research and innovation institutions and governments around the world on topics relating to informal learning, evaluation and evidence-based practice (Trained >15000 researchers, policymakers, learning and impact professionals from >1000 institutions in > 75 countries, including on the ground in 30 countries¹, delivered in English, Spanish and Brazilian Portuguese).

¹ USA, Mexico, Costa Rica, Panama, Colombia, Brazil, Argentina, Chile, Peru, South Africa, UK, Ireland, Netherlands, Germany, Denmark, Sweden, Belgium, France, Luxembourg, Portugal, Spain, Italy, Serbia, Lithuania, Hungary, Japan, Thailand, China, Australia, New Zealand.

EXPERTISE

Research interests include:

Social research and evaluation

- Impact evaluation
- Participatory methods
- Action research
- Survey methods
- Digital methods
- Research process automation
- Enabling evaluation good practices in organizations
- Stakeholder research
- Social media audience research
- User experience research

Informal learning

- Evidence-based praxis
- Strategic science communication
- Developing impact from arts and humanities research
- Participatory approaches
- Indicators and metrics
- Enabling social inclusion
- Socially responsible research and innovation ecosystems (RRI)

CAREER HISTORY

Relevant Highlights

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|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2023 - | Senior researcher <i>SRUC Thriving Natural Capital Challenge Centre, Edinburgh</i> |
| 2021 - 2023 | Brinson Foundation Civic Science Fellow / Visiting Research Scientist <i>University of Illinois at Urbana-Champaign</i> |
| 2018 - Present | Associate Professor (part-time 20%)² <i>Dept. of Sociology, University of Warwick</i> |
| 2017 - | Co-founded The Institute for Methods Innovation , a non-profit and registered charity providing education and research services, primarily in the form of evaluation, social research and informal learning (registered in California for global and Ireland for EU operations). |
| 2017 - 2018 | Visiting Professor <i>Freudenthal Institute for Science and Math Education, Utrecht University</i> |
| 2015 - | Co-founded Qualia Analytics , a social enterprise and technology company focusing on cloud-based solutions for impact evaluation. |

² Starting 3-yr Career Break in summer 2022.

- 2010 - 2018 **Assistant/Associate Professor (Full-time)**
Dept. of Sociology, University of Warwick
- 2008 - 2010 **Senior Lecturer**
Dept. of Communication, Film & Media, Anglia Ruskin University
- 2006 - 2008 **Postdoctoral Research Fellow**
Dept. of Chemistry, The Open University
'Informing science outreach and public engagement' action research project, funded by the National Endowment for Science, Technology and the Arts.
- 2003 - 2006 **Gates-Cambridge Scholar and Tutor**
Dept. of Sociology, University of Cambridge
- 2001, 2003 **Adjunct Professor of Communication**
Portland State University
Courses included: 'Science, evangelical Christianity and American politics'.
- 2001 - 2002 **Graduate Research Assistant**
Dept. of Biology and Dept. of Communication, Portland State University
NSF-funded project: 'The global helix: Ethics and equity issues in international biotechnology'.
- 2000 - 2001 **Undergraduate Research Assistant**
Dept. of Biology and Dept. of Communication, Portland State University
NSF-funded project: 'The global helix: Ethics and equity issues in international biotechnology'.

EDUCATION

- 2000 - 2001 **PhD and Master of Philosophy, Sociology**
University of Cambridge
Biotechnology in the public sphere
- 2000 - 2001 **MA and BA, Communication**
Portland State University (USA)

GRANT-FUNDED PROJECTS

ATLIC: Atlantic InnoBlue Communities

Interreg Atlantic Area | Co-funded by the European Union

Budget: €3,500,000 | www.atlic.eu

EU-CIEMBLY: Creating an Inclusive European Citizens' Assembly

European Commission Horizon Research and Innovation Actions

Budget: €2,106,591

Hypop: HYdrOgen Public OPiniOn and acceptance

European Commission Horizon2020 Innovation Action (2023-)

Budget: €1,062,755

GlobalSCAPE: Global Science Communication and Perception

European Commission Horizon2020 Research and Innovation (2021-2023)

Budget: €1,199,937 | www.global-scape.eu

Project Ô: Demonstration of planning and technology tools for a circular, integrated and symbiotic use of water

European Commission Horizon2020 Innovation (2018-2022)

Budget: €10,569,305 | www.eu-project-o.eu

RRING: Responsible Research and Innovation Networking Globally

European Commission Horizon2020 Research and Innovation (2018-2021)

Budget: ~€3 million | www.rring.eu

TeRRIFICA: Territorial Responsible Research and Innovation Fostering Innovative Climate Action

European Commission Horizon2020 Coordination and Support Action (2018-2022)

Budget: €1,999,953 | www.terrifica.eu

GRRIP: Grounding RRI [responsible research and innovation] Practices in Research Performing Organisations

European Commission Horizon2020 Coordination and Support Action (2018-2022)

Budget: ~€1.4 million | www.grrip.eu

MUSICA: Multiple Use of Space for Island Clean Autonomy

European Commission Horizon2020 Research and Innovation Action (2020-2024)

Budget: ~€9 million | www.musica-project.eu

Viral Communication: Understanding Public Responses to the COVID-19 Pandemic

German government – BMBF: Ministry for Education and Research (2020–2022)

Budget: €394,269 | www.viralcomm.info

Embedding and demonstrating the value of technology-enhanced cultural impact measurement for arts and culture organisations

Arts & Humanities Research Council: Follow-on Funding (UKRI) (2017–2019)

Budget: £99,993

PERFORM: Participatory Engagement with Scientific and Technological Research through Performance

European Commission Horizon2020 Research and Innovation Action (2015–2018)

Budget: €1,997,253 | www.perform-research.eu

SMILE: Using Social Media to Identify and Leverage Engagement with Arts and Culture

Arts & Humanities Research Council: Follow-on Funding (UKRI) (2014–2016)

Budget: £79,971

Other grant-funded projects:

- Principal Investigator (2014), 'The Role of Technology in Evaluating Cultural Value'. *AHRC Cultural Value Fund*. (£39,968 / \$66,276 awarded).
- Principal Investigator (2013), 'Qualia: Automated impact evaluation', funded by *Digital R&D Fund for the Arts*, National Endowment for Science, Technology and the Arts / Arts and Humanities Research Council / Arts Council (£125,000 / \$207,286 awarded).
- Contributor to Institutional Application (2013-2016), 'Q-Step: Centre for Quantitative Methods in Social Science'. *Wellcome Trust, Nuffield Foundation and Economic and Social Research Council*. (£1,494,000 / \$2,477,425 awarded).
- Principal Investigator (2012), 'Public Engagement with Research Online: Embedding impact analysis good practice through integrated web-based linguistic and quantitative analysis solutions'. Part of theme on 'Embedding impact analysis in research using business and community engagement practitioners – 2nd Round', funded by the *Joint Information and Skills Committee (JISC)*. (£29,978 awarded).
- Principal Investigator (2011-2012), *Wellcome Trust / British Science Association*, Evaluating Impacts of Public Engagement and Non-Formal Learning Seminar Series Funding. (£15,500 in joint support).

DETAILED PUBLICATIONS LIST

Books (selected)

Gray, D. & Jensen, E. A. (2022). *Doing research in the real world: 5th Edition*. SAGE: London. Paperback ISBN: 9781529742442

Dam, F., Bakker, L., Dijkstra, A. & Jensen, E. A. (2020). *Science communication: An introduction*. World Scientific Publishing. DOI: 10.1142/11541

Jensen, E. A. & Laurie, C. (2016). *Doing real research: A practical guide to social research*. SAGE: London. Paperback ISBN: 9781446273883

Wagoner, B., Jensen, E. A. & Oldmeadow, J. (Eds.). (2012). *Culture and Social Change: Transforming society through the power of ideas*. DOI: 10.1111/etho.12051

Articles in International Peer-reviewed Journals

Foulds, C., Khalid, R., Jensen, E. A., Sule, O. & Lorenz, L. (2023). Social responsibility in research and innovation practice and policy across global regions, institutional types, and fields: Interview data and qualitative content analysis outputs revealing the perspectives and experiences of professionals. *Open Research Europe*. DOI: 10.12688/openreseurope.15688.1

Jensen, E. A., Borkiewicz, K., Naiman, J., Levy, S. & Carpenter, J. (2023). Evidence-Based Methods of Communicating Science to the Public through Data Visualization. *Sustainability* 2023, 15(8). DOI: 10.3390/su15086845

Pfleger, A., Wagoner, B., Herbig, L. & Jensen, E. A. (under review). COVID-19 vaccination willingness: Investigating the predictors pre- and post-vaccination start in Germany. *Vaccine*.

Jensen, A. M., Jensen, E. A., Duca, E., Roche, J. & Daly, J. (2022). How does moving public engagement with research online change audience diversity? Comparing inclusion indicators for 2019 & 2020 European Researchers' Night events. *PLOS ONE*. DOI: 10.1371/journal.pone.0262834

Jensen, E. A. (2022). Indicators framework for global socially responsible research and innovation (RRI): RRI monitoring and evaluation at the researcher and general public levels of measurement. *Open Research Europe*. DOI: 10.12688/openreseurope.14232.1

Jensen, E. A., Reed, M. & Wong, P. (2022). How research data delivers non-academic impacts: A secondary analysis of UK Research Excellence Framework impact case studies. *PLOS ONE*. DOI: 10.1371/journal.pone.0264914

Jensen, E. A., Wagoner, B., Pfleger, A., Herbig, L., Lorenz & Watzlawik, M. (2022). Making sense of unfamiliar COVID-19 vaccines: How national origin affects vaccination willingness. *PLOS ONE*. DOI: 10.1371/journal.pone.0261273

Jensen, E. A. (2022). Developing open, reflexive and socially responsible science communication research and practice. *JCOM: Journal of Science Communication*. DOI: 10.22323/2.21040304

Kennedy, E., Jensen, E. A., Charifson, M., Jehn, M. & Vikse, J. (2022). Prospective sampling bias in COVID-19 recruitment methods: Experimental evidence from a national randomized survey testing recruitment materials. *BMC Medical Research Methodology*. DOI: 10.1186/s12874-022-01726-2

Jensen, E. A., Jensen, A. M., & Noles, S. & Pflieger, A. (2022). Developing and testing the GlobalSCAPE science communicator diary survey: Methodological pilot research findings to improve a repeated-measures survey design. *Open Research Europe*. DOI: 10.12688/openreseurope.14246.1

Kennedy, E., Jensen, E. A. & Jensen, A. M. (2022). Methodological considerations for survey-based research during emergencies and public health crises: Improving the quality of evidence & science communication. *Frontiers in Communication*, 6. DOI: 10.3389/fcomm.2021.736195

Pflieger, A., Jensen, E. A., Lorenz, L., Jensen, A. M., Wagoner, B., Watzlawik, M. & Herbig, L. (2022). Life Trajectories Through the COVID-19 Pandemic: A Repeated Measures Diary Survey Dataset From 2020-2021. *Frontiers in Psychology*, 13. DOI: 10.3389/fpsyg.2022.817648

Jensen, E. A. & Lorenz, L. (2021). Evaluating researcher and stakeholder perspectives on socially responsible research and innovation practices in research performing organisations. *Open Research Europe*. DOI: 10.12688/openreseurope.14325.1

Jensen, E. A. (2021). A conceptual framework for monitoring socially responsible research and innovation (RRI) aligned to the UNESCO-led Recommendation on Science & Scientific Researchers. *Open Research Europe*. DOI: 10.12688/openreseurope.14263.1

Jensen, E. A., Reed, M., Jensen, A. M. & Gerber, A. (2021). Evidence-based research impact praxis: Integrating scholarship and practice to ensure research benefits society. *Open Research Europe*. DOI: 10.12688/openreseurope.14205.1

Roche, J., Bell, L., Hurley, M., D'Arcy, G., Owens, B., Jensen, A. M., Jensen E. A., Gonzalez, J. R. & Russo, P. (2021). A place for space: The shift to online space education during a global pandemic. *Frontiers in Environmental Science*, 9(287). DOI: 10.3389/fenvs.2021.662947

Jensen, A. M., Jensen, E. A., Duca, E. & Roche, J. (2021). Investigating diversity in European audiences for public engagement with research: Who attends European Researchers' Night in Ireland, the UK and Malta? *PLOS ONE*. DOI: 10.1371/journal.pone.0252854

Jensen, E. A., Pflieger, A., Herbig, L., Wagoner, B., Lorenz, L. & Watzlawik, M. (2021). What drives belief in vaccination conspiracy theories in Germany? *Frontiers in Communication*, 6. DOI: 10.3389/fcomm.2021.678335.

Joubert, M., Jensen, E. A. & Gavhi-Molefe, R. (2021). Why scientists agree to participate in science festivals: A perspective from Scifest Africa. *International Journal of Science Education Part B: Communication and public engagement*. DOI: 10.1080/21548455.2021.1905904

Jensen, E. A., Kennedy, E. & Greenwood, E. (2021). Pandemic: public feeling more positive about science. *Nature*, 591(34). DOI: 10.1038/d41586-021-00542-w

Spooner, S. L., Jensen, E. A., Tracey, L. & Marshall, A. (2021, published online before print). Evaluating the effectiveness of live animal shows at delivering information to zoo audiences. *International Journal of Science Education, Part B: Communication and Public Engagement*. DOI: 10.1080/21548455.2020.1851424

- Jensen, E. A. (2020). In defense of evidence-based policy making. *Issues in Science and Technology*, 37(1).
- Jensen, E. A. (2020). How should socially responsible science be measured? (eLetter). *Science*, 369(6499). DOI: 10.1126/science.abb3415
- Jensen, E. A. (2020). Re-examining research on motivations and perspectives of scientists relating to public engagement. *Proceedings of the National Academy of Sciences (PNAS)*, 117(20)10628. DOI: 10.1073/pnas.2000633117
- Jensen, E. A. & Gerber, A. (2020). Evidence-based science communication. *Frontiers in Communication*, 4. DOI: 10.3389/fcomm.2019.00078
- Spooner, S. L., Jensen, E. A., Tracey, L. & Marshall, A. R. (2019, published online before print). Evaluating the impacts of theatre-based wildlife and conservation education at the zoo. *Environmental Education Research*, 25(8). DOI: 10.1080/13504622.2019.1569201
- Kennedy, E. B., Jensen, E. A. & Verbeke, M. (2018). Preaching to the scientifically converted: Evaluating inclusivity in science festival audiences. *International Journal of Science Education Part B: Communication & Engagement*, 8(1): 14-21. DOI: 10.1080/21548455.2017.1371356
- Jensen, E. A., Moss, A. & Gusset, M. (2017). Quantifying long-term impact of zoo and aquarium visits on biodiversity-related learning outcomes. *Zoo Biology*, 36(4): 294–297. DOI: 10.1002/zoo.21372
- Jensen, E. A. (2017). Putting the methodological brakes on claims to measure national happiness through Twitter: Methodological limitations in social media analytics. *PLOS ONE*. DOI: 10.1371/journal.pone.0180080
- Moss, A., Jensen, E. A. & Gusset, M. (2017). Evaluating the impact of a global biodiversity education campaign on zoo and aquarium visitors. *Frontiers in Ecology & the Environment*, 15(5): 243–247. DOI: 10.1002/fee.1493
- Moss, A., Jensen, E. A. & Gusset, M. (2017). Probing the link between biodiversity-related knowledge and self-reported pro-conservation behavior in a global survey of zoo visitors. *Conservation Letters*, 10(1): 33-40. DOI: 10.1111/conl.12233
- Smith, B. K. & Jensen, E. A. (2016). Critical review of the UK's "gold standard" survey of public attitudes to science. *Public Understanding of Science*, 25(2). DOI: 10.1177/0963662515623248
- Jensen, E. A. & Holliman, R. (2016). Norms and values in UK science engagement practice. *International Journal of Science Education – Part B: Communication and Public Engagement*, 6(1): 68-88. DOI: 10.1080/21548455.2014.995743
- Wang, B., Liakata, M., Zubiaga, A., Procter, R. & Jensen, E. A. (2016). SMILE: Twitter emotion classification using domain adaptation. *CEUR Workshop Proceedings*, 1619: 15-21.
- Jensen, E. A., Kennedy, E. B. & Verbeke, M. (2015). Outreach: Science festivals preach to the choir. *Nature*, 528(193). DOI: 10.1038/528193e

Jensen, E. A. & Wright, D. (2015). Critical response to Archer et al. (2015) "Science Capital": A conceptual, methodological, and empirical argument for extending Bourdieusian notions of capital beyond the arts. *Science Education*, 99(6): 1143–1146. DOI: 10.1002/sce.21208

Jensen, E. A. (2015). Evaluating impact and quality of experience in the 21st century: Using technology to narrow the gap between science communication research and practice. *JCOM: Journal of Science Communication*, 14(3): C05. DOI: 10.22323/2.14030305

Jensen, E. A. & Lister, T. P. (2015). Evaluating indicator-based methods of 'measuring long-term impacts of a science center on its community'. *Journal of Research in Science Teaching*, 53(1): 60–64. DOI: 10.1002/tea.21297

Jensen, E. A. (2015). Highlighting the value of impact evaluation: Enhancing informal science learning and public engagement theory and practice. *JCOM: Journal of Science Communication*, 14(3): Y05. DOI: 10.22323/2.14030405

Moss, A., Jensen, E. A. & Gusset, M. (2015). Evaluating the contribution of zoos and aquariums to Aichi Biodiversity Target 1. *Conservation Biology*, 29(2): 537–544. DOI: 10.1111/cobi.12383

Jensen, E. A. (2014, published online before print). Cloning wild life: Zoos, captivity, and the future of endangered animals. *New Genetics and Society*, 35(1). DOI: 10.1080/14636778.2014.940456

Moss, A., Jensen, E. A. & Gusset, M. (2014). Zoos boost biodiversity literacy. *Nature*, 508(186). DOI: 10.1038/508186d

Jensen, E. A. (2014). Evaluating children's conservation biology learning at the zoo. *Conservation Biology*, 28(4): 1004–1011. DOI: 10.1111/cobi.12263

Jensen, E. A. (2014). The problems with science communication evaluation. *JCOM: Journal of Science Communication*, 13(01). DOI: 10.22323/2.13010304

Jensen, E. A. & Buckley, N. (2014). Why people attend science festivals: Interests, motivations and self-reported benefits of public engagement with research. *Public Understanding of Science*, 23(5): 557–573. DOI: 10.1177/0963662512458624

Jensen, E. A. (2013). Re-considering 'The Love of Art': Evaluating the potential of art museum outreach. *Visitor Studies*, 16(2): 144–159. DOI: 10.1080/10645578.2013.827010

Jensen, E. A. (2012). Scientific sensationalism in American and British press coverage of therapeutic cloning. *Journalism & Mass Communication Quarterly*, 89(1): 40–54. DOI: 10.1177/1077699011428592

Jensen, E. A. (2012). Mediating subpolitics in US and UK science news. *Public Understanding of Science*, 21(1): 68–83. DOI: 10.1177/0963662510366506

Dawson, E. & Jensen, E. A. (2011). Towards a 'contextual turn' in visitor research: Evaluating visitor segmentation and identity-related motivations. *Visitor Studies*, 14(2): 127–140. DOI: 10.1080/10645578.2011.608001

Jensen, E. A., Dawson, E. & Falk, J. (2011). Dialogue and synthesis: Developing consensus in visitor research methodology. *Visitor Studies*, 14(2): 158–161. DOI: 10.1080/10645578.2011.608003

Jensen, E. A. (2011). Evaluate impact of communication. *Nature*, 469(162). DOI: 10.1038/469162c

Jensen, E. A. (2010). Between credulity and scepticism: Envisaging the fourth estate in 21st Century science journalism. *Media, Culture & Society*, 32(4): 615-630. DOI: 10.1177/0163443710367695

Jensen, E. A. (2010). Celebrity life politics in US and UK journalistic coverage of therapeutic cloning research. *New Genetics & Society*, 29(2): 119-132. DOI: 10.1080/14636778.2010.484894

Wagoner, B. & Jensen, E. A. (2010). Science learning at the zoo: Evaluating children's developing understanding of animals and their habitats. *Psychology & Society*, 3(1): p. 65-76.

Jensen, E. A. (2009). Human cloning in the media. *Public Understanding of Science*, 18(3): 373-374. DOI: 10.1177/09636625090180030802

Jensen, E. A. & Wagoner, B. (2009). A cyclical model of social change. *Culture & Psychology*, 15(2), 217-228. DOI: 10.1177/1354067X08099624

Jensen, E. A. (2008). The Dao of human cloning: Hope, fear and hype in the UK press and popular films. *Public Understanding of Science*, 17(2): 123-143. DOI: 10.1177/0963662506065874

Jensen, E. A. (2008). Through thick and thin: Rationalizing the public bioethical debate over therapeutic cloning. *Clinical Ethics*, 3(4): 194-198. DOI: 10.1258/ce.2008.008037

Jensen, E. A. & Weasel, L. H. (2006). Abortion rhetoric in American news coverage of human cloning. *New Genetics & Society*, 25(3): 305-324. DOI: 10.1080/14636770601032940

Weasel, L. H. & Jensen, E. A. (2005). Language and values in the human cloning debate: A web-based survey of scientists and Christian fundamentalist pastors. *New Genetics & Society*, 24(1): 1-14. DOI: 10.1080/14636770500037552

Chapters in Edited Books

Jensen, A. M. & Jensen, E. A. (in press). Promise and pitfalls of audience segmentation in public conservation education. In E. Jensen (Ed.), *Making the most of conservation education and public engagement*. Cambridge University Press.

Spooner, S. L., Jensen, E. A., Tracey, L. & Marshall, A. (2023). Why We (Still) Do Not Know the Educational Impact of Zoos and Aquariums: Assessing Current Evaluation Methods and Ways to Improve Them. In J. Fraser, J. Heimlich & K. Riedinger (Eds.), *Zoos and Aquariums in the Public Mind* (pp. 79-95). Springer. DOI: 10.1007/978-3-030-84942-9

Jensen, E. A. (2020). Why impact evaluation matters in science communication: Or, advancing the science of science communication. In P. Weingart, M. Joubert & B. Falade (Eds.), *Science Communication in South Africa: Reflections on Current Issues* (pp. 213-228). African Minds. DOI: 10.47622/9781928502036

Land, A., Bakker, L. & Jensen, E. A. (2020). Informal science education. In Dam, F., Bakker, L., Dijkstra, A. & Jensen, E. (Eds.) *Science communication: An introduction*. World Scientific Publishing. DOI: 10.1142/11541

Bakker, L. & Jensen, E. A. (2020). Environmental communication. In Dam, F., Bakker, L., Dijkstra, A. & Jensen, E. (Eds.) *Science communication: An introduction*. World Scientific Publishing. DOI: 10.1142/11541

Jensen, E. A. & Lister, T. (2017). The challenges of 'measuring long-term impacts of a science center on its community': A methodological review. In P. Patrick (Ed.), *Preparing Informal Science Educators* (pp. 243–259). Springer. DOI: 10.1007/978-3-319-50398-1_13

Jensen, E. A. & Price, C. (2016). Genetic Futures and the Media. In the *Encyclopedia of Life Sciences*. John Wiley & Sons, Ltd. DOI: 10.1002/9780470015902.a0005863.pub3

Xavier, J. C. C., Beck, I., Jensen, E. A. & Fugmann, G. (2016). Education on Biodiversity in the Polar Regions. In P. Castro, U. Azeiteiro, P. Bacelar-Nicolau, W. Leal & A. Azul (Eds.), *Biodiversity and Education for Sustainable Development* (pp. 29-42). Springer. DOI: 10.1007/978-3-319-32318-3_4

Jensen, E. A. (2016). Creativity and culture for all? Enhancing cultural participation in museums and galleries. In V. Glăveanu (Ed.), *The Palgrave Handbook of Creativity and Culture Research* (pp. 535-548). Palgrave Macmillan London. DOI: 10.1057/978-1-137-46344-9_26

Jensen, E. A. & Wagoner, B. (2016). Extending the Trajectory Equifinality Model's conceptual methodological toolkit to account for continuous development. In T. Sato, N. Mori, and J. Valsiner (Eds.), *Making of the future: The trajectory equifinality approach in cultural psychology*. Information Age.

Smith, B. K., Jensen, E. A. & Wagoner, B. (2015). Quantification. In K. B. Jensen, R. T. Craig, J. Pooley & E. Rothenbuhler (Eds.), *International Encyclopedia of Communication Theory and Philosophy*. Wiley-Blackwell. DOI: 10.1002/9781118766804.wbiect201

Wagoner, B. & Jensen, E. A. (2015). Microgenetic evaluation: Studying learning in motion. In S. Salvatore, J. Valsiner & N. Bohr (Eds.), *The Yearbook of Idiographic Science. Volume 6: Reflexivity and Change in Psychology*. Information Age Publishing.

Jensen, E. A. & Wagoner, B. (2014). Developing idiographic research methodology: Extending the Trajectory Equifinality Model and Historically Situated Sampling. In B. Wagoner, N. Chaudhary & P. Hviid (Eds.), *Cultural Psychology and Its Future: Complementarity in a New Key*. Information Age Publishing.

Jensen, E. A. (2012). Scientific controversies and the struggle for symbolic power. In B. Wagoner, E. Jensen and J. Oldmeadow (Eds.), *Culture and Social Change: Transforming society through the power of ideas*. Information Age Publishers.

Jensen, E. A. (2012). Mediating social change: Irony, hybridity and corporate censorship. In *Ibid.*

Wagoner, B., Jensen, E. A. & Oldmeadow, J. (2012). Introduction: Theorizing culture and social change. In *Ibid.*

Jensen, E. A. & Wagoner, B. (2012). Conclusion: Cycles of social change. In *Ibid.*

Jensen, E. A. & Holliman, R. (2009). Investigating science communication to inform science outreach and public engagement. In R. Holliman, E. Whitelegg, E. Scanlon, S. Smidt & J. Thomas (Eds.), *Investigating science communication in the information age: Implications for public engagement and popular media* (pp. 55–71). Oxford University Press.

Holliman, R. & Jensen, E. A. (2009). (In)authentic science and (im)partial publics: (Re)constructing the science outreach and public engagement agenda. In *Ibid* (pp. 35–52).

Government Reports (selected)

Jensen, E. A. & Reed, M. (2019 and 2022). Investigating the link between research data and impact (Phase 1 and Phase 2 reports). *Australia Research Data Commons*. DOI: 10.5281/zenodo.3518454

Jensen, E. A. & Jensen, A. M. (2019). Cosmic Vision Public Consultation on EU Public Attitudes about the Future of Space Science. *European Space Agency*.

Jensen, E. A. & Jensen, A. (2018). Stakeholder Focus Research: [Qualitative research with the arts and culture sector](#) (Strand 1) and [Quantitative survey report](#) (Strand 2). *Arts Council England*.

Lambie-Mumford, H., Crossley, D., Jensen, E. A. & Dowler, E. (2014). [Household Food Security in the UK: A Review of Food Aid Final Report](#). *UK Government Department for Environment, Food and Rural Affairs (Defra)*.

Jensen, E. A. (2011). [Role of social media-based public dialogue](#). *Sciencewise*.

Jensen, E. A. (2010). [Upstream public engagement at the zoo](#). Report for the EU-funded EU-Zoos-XXI project and Durrell Wildlife Conservation Trust.

Professional Publications (selected)

Borkiewicz, K., Jensen, E. A., Levy, S., Naiman, J. & Carpenter, J. (2022). [Introducing cinematic scientific visualization: A new frontier in science communication](#). *LSE Impact Blog*.

Gavhi-Molefe, M., Jensen, E. A. & Joubert, M. (2021). [South African scientists explain why they make time for science festivals](#). *The Conversation*.

Jensen, E. A., Jensen, A., Pflieger, A., Kennedy, E. & Greenwood, E. (2021). [Has the pandemic changed public attitudes about science?](#) *LSE Impact Blog*.

Jensen, E. A. (2020). [The UNESCO Recommendation on Science and Scientific Researchers will transform working conditions, rights and responsibilities of researchers globally](#). *LSE Impact Blog*.

Gerber, A. & Jensen, E. A. (2020). [For science communication to be effective it should be evidence based](#). *LSE Impact Blog*.

Jensen, E. A. (2015). [Responsible science communicators](#). *PERFORM project blog*.

SERVICE TO ACADEMIC FIELD (Selected Examples)

Grant Reviewer

- *National Science Foundation (USA)*, Science and Technology Studies and Advancing Informal Science Learning (AISL)
- *Institute of Museum and Library Services (IMLS) National Leadership Grants (USA museum and library funder)*
- *Economic & Social Research Council (UK)*, Research Grants Board

- *Arts & Humanities Research Council (UK), Fellowship Scheme*
- *Wellcome Trust: Society and People Awards, Public Engagement with Science funding programme*
- *Royal Academy of Engineers Public Engagement Grants (Ingenious)*

Journal Reviewer

Public Understanding of Science; Conservation Biology; Environmental Communication; Science Communication; New Genetics & Society; Social Studies of Science; Sociology of Health & Illness; Journal of Computing & Cultural Heritage; Social Science & Medicine; Culture & Psychology; Psychology & Society; Curator; Zoo Biology; Biological Conservation.

External Examiner, Master's in Science Communication. Dublin City University (2013-)

Peer Reviewer for Book Publishers

SAGE, Cambridge University Press, Palgrave MacMillan, Taylor & Francis and Routledge.

Advisory Board Member, Science and Global Citizenship Project (DfID-funded)

Development Education Programme, Manchester (2009-2012)

Key member of 3-person advisory team guiding design and delivery of a programme of science engagement activities aimed at promoting knowledge of world science amongst children and adults through school, professional development, community and web-based methods (funded by the Department for International Development, UK). Project included developing tailored web-based resources and CPD for science teachers, which I was commissioned to evaluate and advise.

Research Advisor and Methods Consultant (examples - pro bono)

- *Red-browed Amazon Project, Brazil*

Guiding integration of social science evidence into the planning of interventions aimed at reducing parrot nest robbing for pet trafficking.

- *Sundarban Tiger Project, Zoological Society of London (2009-2010)*

Invited to advise this wildlife conservation project on social research methodology for their regional bushmeat survey underpinning conservation interventions in The Sundarbans region stretching across part of Bangladesh and India.

Critical Reader and Commissioned Author

Science Faculty, Open University (2008)

Commissioned as Critical Reader for Block 4 'Science in popular media' (circa 45,000 words, plus audio-visual assets and activities) of the *Science and Society MSc*, 'Communicating Science in the Information Age' course. Co-author on two publications for the same course, for Block 3 (on informal settings for science communication) and Block 5 (addressing research methods for investigating science communication).

RESEARCH AND EVALUATION EXPERIENCE

Overview

I have been a professional researcher, trainer and invited expert in topics relating to informal learning, public engagement and science communication since 2001 (starting as an undergraduate research assistant, then graduate research assistant on a National Science Foundation-funded project on public perspectives on biotechnology in the USA in the biology department at Portland State University (while I was a communication major). My PhD was on the production and content of science journalism in the US and UK, followed by my postdoctoral research on the practice of science communication developed in earnest during my tenure as research fellow for the NESTA-funded ISOTOPE (Informing Science Outreach and Public Engagement) action research project at The Open University, working with Professor Richard Holliman (November 2006 to December 2008). This position involved research investigating the practices of science communicators in the UK, including the role of digital media in these practices. The research was used to inform the construction and delivery of online resources aimed at aiding practitioners in developing more effective public engagement practices. This project involved the full lifecycle of technology development, from initial formative research with target audiences (science communicators in this case) using focus groups to co-development of resources with practitioners and in-depth user testing. I was Senior Lecturer (equivalent to Associate Professor in the UK) in media and communication studies at Anglia Ruskin University from October 2008 – August 2010. I then moved to the University of Warwick to set up an international master's programme in Science, Media and Public Policy, with this role (current position as Associate Professor) continuing to the present.

At this point, I have a wide range of international research experience, including advising on survey design methodology for the first public understanding of science survey in Chile, advising on sampling, survey design and statistical analysis for the annual public understanding of science survey in Sweden and re-designing a national survey on UK household sustainability practices, as well as advising numerous institutions on evaluation and survey design, including the Exploratorium, New England Aquarium, University of Sao Paulo, Oregon Zoo. I have done numerous projects as an expert advisor and consultant, working with a wide range of science communication institutions. My experience with European Commission-funded projects and evaluations includes being co-PI on a 3-year research and innovation project with a nearly 2 million euros budget, being external evaluator on multiple EC-funded coordination and support actions (including Big Picnic, MARCH, EU-Zoos-XXI)

I have been invited to serve as research and evaluation expert, consultant and advisor focusing on informal learning and public engagement for numerous governmental and non-governmental organizations, including (among many others):

- UNESCO
- European Space Agency, ESTEC
- CERN
- MSRI
- NASEM
- Science Foundation Ireland
- National Coordinating Centre for Engagement (NCCPE), UK
- Australia Research Data Commons

- Commonwealth Scientific and Industrial Research Organisation (CSIRO), Australia
- Arts Council England, Department for Digital, Culture, Media and Sport
- University of Cambridge
- University of Oxford
- University of Glasgow
- University of Essex
- Trinity College Dublin
- University College Cork
- Science Gallery Dublin
- Blackrock Castle Observatory (Space Week Ireland)
- Utrecht University
- University of Copenhagen
- World Association of Zoos & Aquariums
- National Museum Wales
- UNAM (Universidad Nacional Autónoma de México), Mexico City
- Research Councils UK
- The Exploratorium
- OMSI
- National Gallery (UK)
- Natural History Museum (UK)
- Higher Education Academy (UK)

Below, you will find descriptions for a representative selection of my projects/roles:

Senior Consultant

UNESCO (2021)

Analyzing the submissions from Member States for the first 4-yearly monitoring of the implementation of the global policy instrument: UNESCO Recommendation on Science & Scientific Researchers. Report constitutes the official UNESCO review and reporting influencing long-term steps for implementation and monitoring.

Consultation Research Advisor

European Space Agency, ESTEC (2018-19)

Invited to design and guide implementation of the Cosmic Vision Public Consultation – the European Space Agency’s (ESA’s) first full-scale public consultation. The goals of this consultation are:

1. to investigate what ESA’s public – European citizens – consider to be the questions that space science missions within ESA’s Science Directorate should be addressing in the time frame up to 2050.
2. to probe the level and nature of public interest in space science and in ESA’s Science Programme in particular, and
3. to explore what aspects of space science excite and inspire them most, and likewise which aspects are least valued (and why).

Lead Researcher, Public Engagement Evaluation Scoping Survey

National Co-ordinating Centre for Public Engagement (NCCPE) (2018-19)

Working with NCCPE (publicengagement.ac.uk) to conduct research on the evaluation practices and support mechanisms for evidence-based public engagement practice in the UK. Survey research conducted with both engaged researchers and public engagement professionals. Funded by Research Councils UK.

External Evaluator

Science Week, Science Foundation Ireland (2018-19)

Working with Trinity College Dublin to design and deliver a survey-based impact evaluation across the nation-wide Science Week public engagement event in Ireland, which has more than 2000 events.

External Evaluator

'Nature Connect', World Association of Zoos & Aquariums (2017-19)

Ambitious impact evaluation (supported by Disney Conservation Fund) focusing on the effects of community conservation projects designed to enhance connection with nature. Evaluation designed to be rolled out across over 60 projects in countries around the world, including South America, North America, Europe, Asia and Africa. Long-term plan is for metrics and tools to be made available for measurement to contribute to the UN Intergovernmental Panel on Biodiversity and Ecosystem Services.

Lead Research Advisor

'Stakeholder Focus Research', Arts Council England (UK government agency) (2017-18)

Competitive award of contract to conduct large-scale survey research with arts, culture and heritage professionals across England, as well as relevant policymakers and stakeholders. Project includes research design, consultation process with government stakeholders, survey design, survey data collection using electronic methods and full-scale reporting, including provision of datasets. (Budget: £24,000; Approx. \$32,000 USD)

External Evaluator

St Fagans Museum of National History, National Museum Wales (2017)

Current visitor and non-visitor research on family audiences to understand drivers for participation and non-participation. Used online recruitment through targeted Facebook advertisements to get non-visitor participants in the target categories, as well as face-to-face survey data collection for current visitors.

External Evaluator

BigPicnic project – European Commission-funded Coordination and Support Action (2017-19)

Conducting external assessment of the functioning of a project with 19 partners across the EU, including 15 partner botanic gardens. External evaluation designed to offer a 'critical friend' perspective to improve the effectiveness and impact of the project. Project coordinator is Botanic Gardens Conservation International (BGCI).

External Evaluator (pro bono)

UNAM (Universidad Nacional Autónoma de México), Mexico City (2016)

Designed and supervised conduct, analysis and reporting of an impact evaluation of the largest math festival in Latin America. Reported findings at the Institute of Mathematics (UNAM) and provided associated evaluation training.

External Evaluator

University of Cambridge – Research Councils UK Catalyst Seed Fund

Designed and conducted evaluation of Research Councils UK Catalyst Seed Fund project at the University of Cambridge, including qualitative interviews with key stakeholders and production of a report with practical recommendations.

Commissioned Evaluator

National Gallery, UK (2016-17)

Designed and conducted qualitative impact evaluation with practical recommendations for National Gallery's new educational disabilities programme 'Access to Art'. Gathered requirements for, designed and quality assured evaluation surveys for numerous National Gallery programmes, including:

- Teacher continuing professional development programmes
- Teacher feedback about schools activities
- Pupil feedback about schools activities
- Visual accessibility program
- Hearing accessibility program
- Adult learning talks programs (free)
- Adult learning courses

Commissioned Science Communication Expert and Evaluator

Copenhagen Zoo (2016-17)

- Designed and led external evaluation of family science learning space in Copenhagen Zoo called 'ZooLab'. Produced recommendations based on findings to inform proposal for new upgraded ZooLab 2.
- Advised pedagogy, principles and practical plans for new upgraded ZooLab 2.
- Contributed to 'Sketch Project' design for ZooLab 2, focusing on the pedagogy, learning and evaluation practices to be employed in ZooLab 2.

Commissioned Evaluation Expert: Comprehensive Evaluation Framework

National Gallery, UK (2015-16)

Conducting top-to-bottom review of all 46 educational programmes for the National Gallery:

- Improving and standardising objectives.
- Implementing detailed logic models within programme planning.
- Developing a comprehensive framework for using empirical evaluation to assure quality across all programmes.
- Preparing evaluation data collection instruments and systems to use to implement evaluation in a financially sustainable way into the future by National Gallery staff.

Commissioned External Evaluator

European Researchers Night (Explorathon), Scotland, UK (2015-17)

Commissioned to design and support an impact evaluation for European Researchers' Night across Scotland (six sites).

Commissioned Informal Learning Expert

Imperial War Museum, UK (2015-16)

Working with other consultants to develop new Educational Strategy to be deployed across the Imperial War Museum's five sites. This included extensive consultation and the provision of detailed practical guidance to the Museum, helping them extend and deepen their impacts.

External Evaluator

MARCH project, European Commission-funded Coordination & Support Action (2015-2017)

Commissioned as external evaluator for MARCH project, focusing on the efficiency of the project team collaboration and the financial sustainability of the project's legacy. Included multiple rounds of consultations and interviews with project partners from Greece, Portugal, UK, Latvia and Germany, leading to practical recommendations and reports for the European Commission. Project coordinator was the British Council.

External Evaluator

National Gallery, UK (2016)

Conducting an enhanced 'empowerment evaluation' of National Gallery 'Access' programmes aimed at developing impact with audiences that have different types of disabilities (including stroke, autism and learning disabilities). Includes:

- Training and coaching in use of qualitative evaluation methods by relevant staff.
- Establishing realistic and flexible evaluation strategy in concert with staff.
- Supporting staff through data collection process, providing feedback based on recordings of interviews and focus groups.
- Ensuring that the qualitative data analysis is completed with as much involvement from staff as is feasible.
- Preparing final evaluation report as co-authored document with National Gallery staff.

External Evaluator

National Marine Aquarium, Community Seagrass Initiative (2015-)

Designed and implemented survey-based long-term impact evaluation for citizen science initiative funded by the Heritage Lottery Fund.

External Evaluator and Expert Advisor

Parque das Aves, Foz do Iguacu, Brazil (2014-)

Designed and implemented evaluation strategy across multiple aspects of major eco-tourism attraction, including employee engagement, visitor experience, special programmes and other surveys. Also provided expert advice on enhancing the quality of visitor experience, improving exhibition and messaging design, developing greater educational impact, improving employee engagement and capacity and establishing robust evidence-based decision-making practices.

Commissioned Audience Research Methodology Expert

Designed metrics to be included in Artory smartphone app, a collaborative culture guide app bringing together the leading cultural organisations in Plymouth that also integrates evaluation.

Principal Investigator

UK National Endowment for Science, Technology & the Arts [Nesta] (2013)

Awarded £125,000 grant to conduct ambitious research and development project, using electronic data (including social media) as the basis for a new, improved sentiment analysis app for use by cultural institutions to understand their impacts on audiences. Funded through the 'Digital R and D Fund for the Arts', which is supported by Nesta, the Arts & Humanities Research Council and the Arts Council.

Principal Investigator

UK Government Department for Food, Environment and Rural Affairs (2013)

Awarded £43,000 grant to conduct Rapid Evidence Assessment on the topic of 'Household food security: A review of Food Aid' in collaboration with the Food Ethics Council.

Commissioned External Expert, Evaluation Methodology

University of Cambridge Museums (2012-13)

Developing evaluation 'starter kit' with high quality survey forms, a digital evaluation framework and guidance on best practice in evaluation to enable the University of Cambridge Museums to collect and conduct basic analyses on high quality evaluation data to inform practice and evidence impacts. Full-scale analyses were also conducted as external evaluations within this project.

Commissioned External Evaluator

Conservation Training Programme, National Marine Aquarium, UK (2012-13)

Designed evaluation framework for conservation training programme run by the National Marine Aquarium and aimed at the leisure industry in Mauritius. Conducted detailed mixed methods analysis and authored external evaluation report on effectiveness of training programme at achieving its intended learning outcomes.

Commissioned External Expert, Survey Methodology

Global Biodiversity Literacy Impact Survey project, World Association of Zoos & Aquariums (2012-16)

Designed survey instrument for use in 32 zoos and aquariums around the world (first round) and then a further 24 zoos and aquariums (second round), and to define the parameters for analysing the survey results. This project was designed to measure biodiversity-related thinking and attitudes as part of the UN Decade of Biodiversity initiative. It is funded by the World Association of Zoos and Aquariums, the parent organisation for accredited zoos and aquaria worldwide, representing 700 million visits per year and the MAVA Foundation. The metrics I developed for this project were ultimately adopted by the Biodiversity Indicators Partnership and used to contribute to UN metrics for biodiversity. Results featured in journal *Nature* and top conservation journals.

Principal Investigator

'Public Engagement with Research Online' Project, University of Warwick (2012)

Awarded £30,000 grant by the Joint Information & Skills Committee to develop new and improved methodology and theory for evaluating and articulating the impacts of online public engagement with research. This project was developed using the Economics Department research centre for Competitive Advantage in the Global Economy (CAGE) as a case study.

Commissioned External Evaluator

Durrell Wildlife Conservation Trust, Jersey (2011-12)

Commissioned for the European Commission-funded *EU-Zoos-XXI* (Coordination and Support Action) project to conduct a robust impact evaluation to assess whether transformations to Durrell Wildlife Park are yielding improved visitor outcomes on topics such as attitudes towards biodiversity and conservation.

Commissioned External Expert, Developing Evaluation and Research Framework

Natural History Museum, London (2011)

Commissioned to critically assess existing evidence and evaluation methods within the museum sector and develop a recommended framework for integrating various levels of evaluation evidence to understand long-term impacts.

Commissioned External Expert, Public Engagement with Science and Visitor Studies

Durrell Wildlife Conservation Trust, Jersey (2010-11)

Commissioned for the European Commission-funded *EU-Zoos-XXI* project to conduct (1) meta-analysis of existing research literature on public engagement with wildlife conservation in zoos, (2) case studies of public engagement materials in zoos across Europe, (3) act as expert advisor on project's public engagement activities, outcomes, (4) disseminate results through reports, practitioner and academic conferences and journals.

Commissioned Researcher

Discovery & Learning Department, Zoological Society of London - London Zoo (2009-2010)

Funded by Greater London Authority to research science engagement activities aimed at children and young people at London Zoo using surveys, focus groups, ethnographic observation and innovative new idiographic method 'microgenetic evaluation'. Included the largest ever study of impacts of zoo-based science engagement on children and young people, using innovative survey methodology. (One journal article published in *Psychology & Society*; two others under development and peer review respectively by *Conservation Biology* and *Integrative Psychological & Behavioral Science* - A Warwick press release on this garnered extensive media coverage).

Also appears on Warwick public webpage: <http://www2.warwick.ac.uk/knowledge/culture/zoo/>

Commissioned Researcher

National Co-ordinating Centre for Public Engagement (2010)

The UK government-funded hub for public engagement awarded research contract on competitive basis to research student volunteering and public engagement in festivals, working with Nicola Buckley (University of Cambridge External & Community Affairs Office). This involved survey research with both public engagement organisers and university students participating in such activities. (Report published on NCCPE website: publicengagement.ac.uk)

Commissioned Researcher (External Research Funding)

Outreach Programme, Fitzwilliam Museum, University of Cambridge (2009)

Commissioned to conduct ground-breaking study of family outreach programme. Research employed ethnographic observation, qualitative interviewing and questionnaires. (Funded by Museums, Libraries and Archives Council, which published the report, with additional funding awarded by HEFCE's Higher Education Innovation Fund and the Fitzwilliam Museum)

ISOTOPE Research Fellow

Faculty of Science, Open University (2006-2007)

Post-doctoral research fellow for the NESTA-funded ISOTOPE (Informing Science Outreach and Public Engagement) action research project investigating and informing the practice of public engagement with science in the UK (see isotope.open.ac.uk) [Approx. £240,000]. Responsibilities included:

- Organising, moderating, conducting, analysing & reporting on survey, focus group research.
- Designing, administering, analysing & writing up four rounds of web-based survey research.
- Commissioning, coordinating and academically editing documents from consultants for the website.
- Coordinating the activities of ICT consultants for the project to ensure effective web deliverables.
- Research project management, including monitoring project expenditures, ensuring prompt payment of participants, consultants and vendors, delivering project outcomes within budget.
- Organising & coordinating project updates & meetings; reporting progress on project deliverables.
- Preparing and presenting papers and reports for funder (NESTA), conferences (e.g. *Public Communication of Science & Technology* conference) and academic publications (two chapters published in Oxford University Press book and manuscript under review in *Science Communication*).

Graduate Research Assistant

Dept. of Biology, Portland State University, USA (2001-2003)

Project researcher on National Science Foundation-funded study entitled, 'The global helix: Ethics and equity issues in international biotechnology'. Position involved project management, collecting and analysing both quantitative and qualitative data, managing three other research assistants on the project and writing up research results for presentation (*National and International Communication Association*) and publication (two articles in *New Genetics & Society*).