

# Transcript

00:00:15 Speaker 1

Hi everyone this is Nitin Swan. I've been black and brown and bioethics and you are listening to the power and privilege in academia podcast. The show that gets together with academics, question academic hierarchies, structures and conventions unpack their inherent.

00:00:30 Speaker 1

Issues and find solutions together.

00:00:33 Speaker 1

We have a bonus podcast for you. The area of power and privilege is so vast and extends beyond some of the areas we have already covered. We initially recorded the episodes in 2023 and the bonus episodes were recorded a year later. This bonus episode in the power and Privilege series.

00:00:52 Speaker 1

Is with Doctor Peter Winter and Doctor Alan Chu.

00:00:56 Speaker 1

And Pete is a senior research associate and sociologist at the University of Bristol. He specialises in science and technology studies with a focus on analysing complex social technical systems, particularly those involving artificial intelligence applications.

00:01:13 Speaker 1

Allan is a principal research fellow in the mixed reality lab computer science at the University of Nottingham. His main interests lie in the creative use and application of artificial intelligence.

00:01:27 Speaker 1

Framed by human computer interaction in today's episode, we talk about public and community engagement with research barriers, and who gets to engage in research making, research engagement accessible and elitism in academia.

00:01:52 Speaker 1

We're really excited to have you on the Power privileged podcast, Pete and Allens.

00:01:57 Speaker 2

Hello. Hi, Matt timber. Thanks for the introduction. I'm Peter winter. I'm a sociologist of science and technology, the University of Bristol, and I research sociotechnical dimensions of emerging technology.

00:02:14 Speaker 2

Specifically, with a focus on emerging medical and bio technologies and things like that.

00:02:20

Yes.

00:02:20 Speaker 3

Yeah, I I work at the University of Nottingham. I'm in a research lab called the Mixed reality lab. So something there something something for you to think about there. It's based in computer science. And so the focus of my research, again, it's about designing emerging technologies, I guess my.

00:02:40 Speaker 3

My research has more of a.

00:02:43 Speaker 3

A social feel to it as well. It involves. Sometimes it involves artists, sometimes it involves musicians. Sometimes it relates back to sort of medicine. So it it's kind of working with people to try and understand what their issues are and feed that back into design.

00:03:01 Speaker 1

Both of you have.

00:03:02 Speaker 1

You mentioned the social side of your research, and what I'm interested in is.

00:03:09 Speaker 1

Why is it important to work with people?

00:03:12 Speaker 3

Ohh so I've got I've I've got a few thoughts on this and so in my experience you really if if you want to make something that works for somebody or you want to understand about people or the opportunities that a technology such as AI.

00:03:32 Speaker 3

My offer or the issues around engaging with those technologies, you need to go out and understand and discuss this with people.

00:03:41 Speaker 3

So the the important thing is that you know people, people are intelligent. People can tell you all about the issues. They can tell you all about their worries, emotions, concerns, and it it's certainly not the case that if you're working and solely focusing upon a product or technology that you're going to understand.

00:04:02 Speaker 3

What the issues are around the use the adoption that the implication the the fears of the people using it as is the case with they are some people are frightened about losing their jobs. So it's really important to get out there and understand that and as as part of that one of the core issues for me.

00:04:20 Speaker 3

That's certainly come to the fore in the last decade, is how do you go out there and work with people who are representative of the wider population? So in, in terms of my research this morning, I was looking at UKR report and I noticed that they, they're identifying some gaps.

00:04:40 Speaker 3

Within a certain context and and it's kind.

00:04:43 Speaker 3

You know, they're they're not looking at people, people from lower socioeconomic backgrounds were seen as as a gap. Now, arguably, that's the majority of the UK population, ageing population. Well, we're living in a society where everybody's getting older. There are more older people, however, that's defined. But.

00:05:03 Speaker 3

I don't think at the moment we're not fully appreciating that and I and I'll pass on to Peter after this cause he's got some really interesting stuff to think. Think about in, in this respect is if we don't represent those people in our research. So the people that we engage with.

00:05:22 Speaker 3

And those people, whoever they are and however they're categorised, are not represented as part of the research team.

00:05:30 Speaker 3

So and and that could be you know anybody in that team, whether it's sociologist, psychologist, technologist, if you don't get an appropriate amount of people that can understand each other and and have some kind of mutual mutual understandings that feed into the academic discussion and findings.

00:05:50 Speaker 3

Then when you start to think about what those findings might be from the research.

00:05:54 Speaker 3

And you think about how these might impact upon policymakers, politicians, the third sector, upon legislation, lawmaking and on regulation.

00:06:07 Speaker 3

Then the information that you've got to work with the data isn't true.

00:06:12 Speaker 3

It's not authentic, and arguably it's not worth the paper it's written on.

00:06:17 Speaker 2

Yeah, I think like I think this this question of why is it important to work with people, it it it, it's really come to the fore now with with the post office scandal, they just didn't listen to anyone and.

00:06:29 Speaker 2

It's important to work with people because I think you need to hold it's it's a. It's a route to stop these companies exploiting people ultimately and making sure that these kind of things don't happen where there are legal loopholes and we we end up seeing these companies.

00:06:50 Speaker 2

You ultimately end up bankrolling or or even if it's money from the public. They become black boxes in themselves. And you know, if we have more engagement from end users and the public and.

00:07:00 Speaker 2

In sections of the public like Alan mentioned, especially people from, you know, different socioeconomic backgrounds, we wouldn't have things like the post office scandal. We wouldn't have things like Grenfell because these voices would be included in decisions.

00:07:13 Speaker 3

You've got a really good point there, Peter, because it's kind of you using the term voice. If if you're not engaging with people, you're not giving people voice, hmm. And if you're not, if you've not got data on people and you're not working with them, you're almost excluding them.

00:07:30 Speaker 3

From having voice, so you know that when you look, even when you look at the data, that's.

00:07:36 Speaker 3

Collected on people.

00:07:38 Speaker 3

It comes from data you if you look at the categorizations, if there's certain categorizations that are not in that data, those people are made invisible.

00:07:48 Speaker 3

So it becomes. You start to think about, then you start to think about engagement with the best will in the world you think about. Ohh yeah, public engagement policy, lawmakers XYZ and it's it's like bolted onto the end of a project whereas.

00:08:02 Speaker 3

Some of the stuff that I've done in the past, and I certainly know with Peter, it's kind of you have to think about this really early on and you have to go and speak to people and say how do you, the taxpayer.

00:08:14 Speaker 3

That the person is having input, the person who's valuable in this project as somebody that we might help and that you will help us.

00:08:22 Speaker 3

There's there's some kind of mutual negotiation and respect in that relationship. How do you want to be engaged with? Because sometimes workshops on a wet Wednesday afternoon for two hours. What? What are they worth? What you want is this continual, meaningful engagement that feeds back?

00:08:42 Speaker 3

And raises the the and enables us to see and perhaps avoid some of the issues that Peter has just raised. And I I suppose in some respects you you can sort of think about it. Let's do this and then engage with.

00:08:54 Speaker 3

People. But an engagement is multifaceted, so you need engagement in your research to do the academic work. You might need, engagement, you. You often see it, don't you? On LinkedIn and all that kind of stuff. There are there are four or five people sitting on a stage at a very, very swanky venue, 18th century backlit.

00:09:15 Speaker 3

There's a panel and that they invite people from, I don't know from organisations so that they can give a high level perspective on something and then you you got other stuff, don't you?

00:09:27 Speaker 3

Wear there's there's.

00:09:28 Speaker 3

A great event that's gonna happen. Innovation showcasing graves.

00:09:31 Speaker 3

And and organised by the 4th Portal, and that's in in Gravesend what the organisations are trying to do is get academics, technologists, policymakers, all kinds of people involved. They're they're even engaging with the local employment centre.

00:09:47 Speaker 3

To give people opportunities so they can come and speak to people, to find out what research is all about or what people are doing. But it's not academic work written for academics.

00:09:59 Speaker 3

It's kind of some academics going out there and saying, actually we're really interested in your point of view. Can I show you what we're doing?

00:10:07 Speaker 3

Can we get your kind of opinion on this?

00:10:10 Speaker 3

And I think the bigger.

00:10:13 Speaker 3

Thing here with with the funding is takes a a hell of a lot of time to do research in the real world.

00:10:22 Speaker 3

And I think the world at the moment is going from.

00:10:27 Speaker 3

What what used to be these big 10 year projects, five year projects, suddenly it's like 2 year, one year, three months, a month a week.

00:10:39 Speaker 3

And yet, you know, if you, if you want to engage with people, it's it's a little bit like learning a musical instrument. You you have to spend many, many hours doing that in order to appreciate what what it can do and build trust. This is a social thing. It's not technical. You have to go out there and and listen to people and sort of develop and appreciate and understanding.

00:11:00 Speaker 3

That you're a person. They're a person and that it's kind of sort of sort of in a strange sort of way. It's a friendship that you build up with people.

00:11:10 Speaker 3

But I I do think it's a bigger research culture question.

00:11:14 Speaker 2

Yeah.

00:11:14 Speaker 2

100% just think it. It's systematic of of of the UK academic and grant funding system and and what they're really what no one has actually done, maybe it has been done and I just don't know about it and I can only speak of the UK, you might have it.

00:11:30 Speaker 2

Elsewhere in Europe, but there needs to be Research Institute that just focuses on or a consultancy that just focuses on how helping reset.

00:11:41 Speaker 2

Which is embed or bring in different types of people from different backgrounds early on into the conceptual stage thinking stage of of research projects, and no one has to my knowledge has addressed this is a missing gap and I'm talking about more of an organisation, not just not just about a research project.

00:12:02 Speaker 2

But there needs to be facilitated to help everyone do this, and I'm not just talking about social scientists or humanities. I'm talking about engineers, computer scientists, roboticists, anyone working in this domain where they need to kind of include.

00:12:14 Speaker 2

Viewed different types of stakeholders, also public and the patient patients in involved in the actual thinking and recruitment. It's almost almost like works almost like a recruitment agency for researchers and research projects to like to bring in people I'm sure.

00:12:34 Speaker 2

It maybe it does exist or if it does exist, no one knows about it so much, but I I think that really needs we need to do better about that.

00:12:42 Speaker 2

That's and. Yeah. And and Alan's point about kind of the continual engagement and and this kind of longitudinal aspect of things where it again it's systematic systematic of of the flaws of the UK funding system, where once we finish one research project, we're all clawing, chomping at the bit, trying to like, you know, write a new bid for another project.

00:13:02 Speaker 2

And of course, the legacy.

00:13:04 Speaker 2

Of that previous project just dissipates, it disappears and the you know the web page stops. You know, visibility around it again, and then we don't really actually find any meaningful impact of whether our research project has actually had any kind of meaningful impact on the world, because we need to go to the next next funding our universities.

00:13:24 Speaker 2

Putting pressure on us, some of us are on fixed term contracts, so we have to kind of write think of new ideas or the all the time and write.

00:13:31 Speaker 2

New bids, we never really have this kind of the luxury of of seeing whether an intervention actually works in society and, and I think public health even also struggle with this public health kind of aspect of things, you know, kind of going down a public health angle here. But I think we could adopt or or or.

00:13:51 Speaker 2



We learn a lot from that domain and bring it into our domain, especially for the robotics community. When we implement a new tool or a new interface.

00:14:00 Speaker 2

Base or a new kind of soft robot that helps people with musculoskeletal issues. It actually work after, after two years, three years. How? How are people experiencing that the course of a three-year project? Ultimately, these are really tricky questions and they're more system systemic issues.

00:14:17 Speaker 3

I think I it I I've never. It made me think now I've never thought about the issue about having. Yeah. Are there any implications for having people or in in, in in some places where you've got possibly 70% perhaps 100% of staff on fixed term research contracts.

00:14:37 Speaker 3

And that they can't progress.

00:14:40 Speaker 3

And they're looking for for new contracts. I I wonder how that if you're working in public health, does that have a negative impact upon the research and those people involved in that ecosystem and?

00:14:53 Speaker 3

Perhaps this is illogical, but there must be is. Is there a relationship between public health and the the research? That's.

00:15:02 Speaker 3

The research system, or the OR the are there better ways? Where long term research could have better impact upon the public's health? I I don't know. It's a it's a strange way to think about the ecosystem, isn't it? And that and who's making those decisions about how long a project can be and who's sitting on the boards?

00:15:23 Speaker 3

Of those organisations, it's it's it's amazingly complex when you start to think about research, research, culture and system.

00:15:30 Speaker 3

Because there there are hundreds of stakeholders involved in the space.

00:15:35 Speaker 1

Yeah, there's been a couple of things that have been brought up and one was around incentives and and talking about funding and then the other was this idea of having an institution and having this institutional organisation. The third one was groups. So because you mentioned socioeconomic groups and.

00:15:55 Speaker 1

Older people especially cause I think sometimes is.

00:15:59 Speaker 1

This old problems, new technology, we can go back with the history of medicine and there's been so many people that have been left out of medical treatments, including women, children, this big thing as well. They're not included in a lot of these conversations. And then there's all the vulnerable groups and marginalised groups as well. And then the last one.

00:16:20 Speaker 1

Was this like public health idea as well? How his engaging with communities, the public, or patients shaped your career motivations and goals and?

00:16:29 Speaker 1

How has these different types of funding issues that you've mentioned played into that as well?

00:16:34 Speaker 2

Well, what a question. So yeah, so how how is engaging with people and patients shaped well shaped my career. OK, I think it brings a dose of reality, doesn't it? I think when you do, you classify yourself as an academic. I think I do have a certainly a non linear path.

00:16:54 Speaker 2

Career trajectory compared to the the majority of academics. Forgive me if that is an assumption, but I've definitely had a non-linear academic roots. Put it that way and.

00:17:06 Speaker 2

What that has allowed me to do is.

00:17:10 Speaker 2

See the gap? It's it's actually the question of simulation. It's a question of reality gap. The reality gap between academic papers and these kind of thought experiments that we talk about. And actually the the real world, if what we do actually has an influence

on the real world and it's something that I still actually wrestle with as as a social scientist.

00:17:31 Speaker 2

Because I would like to have an influence.

00:17:36 Speaker 2

On everyday life, I would like to have a an influence or make meaningful help shape the world in some way. If if I'm being critical and and maybe too honest.

00:17:50 Speaker 2

Probably not one project.

00:17:53 Speaker 2

That has given me hope recently was was Kate Reed's project on uh remembering baby and where she does she she want Kate Reed is a sociologist of medicine, a medical sociologist, and she won a major grant.

00:18:08 Speaker 2

ESC grant on postnatal. Looking at the kind of medical technologies and the invisible labour around baby death basically.

00:18:18 Speaker 2

And sure, she she was doing an academic study, an academic work publications and social science medicine.

00:18:25 Speaker 2

But she also I.

00:18:26 Speaker 2

Think it was quite by accident, she ended up.

00:18:29 Speaker 2

Talking to a lot of the invisible people that were involved in the decision making around, what do we do with dead babies ultimately?

00:18:38 Speaker 2

This kind of this matter out of place the the kind of it's a taboo, is pure taboo. It's just something that people do not want to talk about and it's it's a really difficult topic to to talk about. And Kate Reed's research was something that really inspired me and said like this, if there is a good.

00:18:57 Speaker 2

People of of kind of public engagement and and inclusivity. This is how you do it, but then at the at the same time it it, it was kind of accidental as well. So it's kind of like how do you kind of plan for this, you know in a research proposal, how do you structure for this, how do you anticipate this as well? And there are tools out there.

00:19:19 Speaker 2

In in how we do this and how we do it better still going Richard Owens framework responsible innovation which provides us with a a theory methods toolkits to build in or or kind of.

00:19:32 Speaker 2

Alip research, alongside participants and stakeholders, and and ensuring that you know all different types of voices that are included, and I think we are getting better from a practise point of view of engaging public and and and making sure that our research is more inclusive. But but we again and it's getting better that it's better now than it was like.

00:19:52 Speaker 2

Actually, five years ago.

00:19:54 Speaker 2

But we still always hit the brick wall of money if there are funding. If there's a kind of a vehicle for funders to kind of go. Ohh, that's kind of fund this public engagement bit further and actually pump some research of resources into this area. Think actually welcome did have a public engagement fellowship.

00:20:13 Speaker 2

Or grant, but I think they they for track, they pulled it for some reason. I I don't know. But I think there there needs to be more kind of research bodies that just focus on on public engagement and actually do these types of exhibitions that that do that make.

00:20:29 Speaker 2

Matters meaningful for the public and and things that really resonate with them as well. And I guess you know that I've gone, I've talked about it a little bit too long there, but I that's why I'm interested in public engagement. I I feel like still as an academic, I'm not doing enough and I I feel like I'm just doing it for the purposes of my own career and to pay the bills.

00:20:50 Speaker 2

Ultimately, and that's the brutal, harsh reality of what we do. But if we can, but at the same time I I wanna use my power and my privilege to.

00:21:02 Speaker 2

Do better with with public engagement and inclusive inclusivity. And I and I and I and I was really happy to be to be involved with the TAZ project where we did do bits around that and that has kind of influenced and shaped my expertise around this.

00:21:16 Speaker 2

A little bit further.

00:21:18 Speaker 2

But I I think I can do better.

00:21:21 Speaker 2

We all can do better and I think public funding bodies can also do better as well.

00:21:26 Speaker 3

So I think in terms of my career, I I suppose a little bit in a similar way to Peter do not come from, I would, I would say in terms of I'm so I'm a working class person.

00:21:39 Speaker 3

So my none of my family went to university and it's it's probably seen as a very untrustworthy. Yeah, he he just don't. Probably wouldn't. People would not. Not on the whole, perhaps I'm generalising most of my family would not trust research from those people in academia, because on the whole.

00:21:59 Speaker 3

I guess and I've got no stats in front of me. I wonder whether people in academia are representative of the wider population in the 1st place. So and and that you know, whether that's in terms of the Equalities Act or in terms of characteristics that are not looked at in terms of the Equalities Act like social.

00:22:18 Speaker 3

Socioeconomic status. So I think when I did get into academia, it was.

00:22:24 Speaker 3

Yeah, sort of a fantastic place to be in because you realise you're as intelligent as everybody else and it offers opportunities that you can take. And I I to be honest, I.

00:22:34 Speaker 3

Found it really easy.

00:22:36 Speaker 3

Compared to working in jobs that I previously have and had and and they they paid you for doing things that were kind of nice to do and enjoyable.

00:22:47 Speaker 3

At the same time, there's a bit of a kind of crisis of identity here, isn't there? And that, like, hold on. I'm from this background. This is the way I would do stuff. Ohh, look, we're not engaging with those people that I'm part of.

00:23:03 Speaker 3

And what why on Earth would you do a psychological study classic of science and your research is based on like 30 students and some academics.

00:23:14 Speaker 3

That are not representative of and then then it's kind of repurposed and so I've. I've always found it a little bit odd and I I think that you know, I I started off doing more critical theory stuff maybe maybe a bit of.

00:23:27 Speaker 3

Stuff around gender, colonialism, sexuality, all those good projects where you could find real taboos and taboos are are, are part of the discourse of critical theory. Really. And I I kind of ended up in in computer science.

00:23:44 Speaker 2

Bit a bit.

00:23:44 Speaker 3

Of an odd place to to be in some respects because got a bit of arts interest to to my academic focus, so I ended up in the mixed reality lab and I thought, yeah, well, I'm in this space now. There's all this like, cool stuff happening, cool, cool tech or what do people? Yeah, that that kind of idea.

00:24:04 Speaker 3

Was all about the tech. I was very much grounded when I started suggesting.

00:24:09 Speaker 3

Thing actually, you know what? All this stuff is very city focused on these people that wear black polo necks, polo necks and let me have a look at my specs, Prada glasses and and you know that that kind of thing in the arts world and that that's great.

00:24:30 Speaker 3

I really enjoy it, I.

00:24:31 Speaker 3

Mean we all.

00:24:31 Speaker 3

All love kind of engaging in that sort of stuff. And you know this, this is the world Pre iPhone pre mobile devices and I I started to think well actually you know what I I am I'm interested in more rural spaces.

00:24:48 Speaker 3

So in terms of social capital, what what is it that those spaces don't offer or people can't engage with that people in urban spaces can? And we all know if you drop yourself in Oxford, you can have a jolly good time probably down the road from you, the timber and.

00:25:09 Speaker 3

We could probably nip into the Ashmolean, you know, pit rivers. It's kind of strange. Museum in some respects, all kinds of odd stuff and all kinds of things that I would have never seen as a kid. You could go into. I don't know. You've got the museum, you've got all this. Like what? What do they call it? It's like.

00:25:29 Speaker 3

Something like it's not the.

00:25:30 Speaker 3

Glistening Spires is it of Oxford.

00:25:32 Speaker 3

Perhaps I'm going off topic here but anyway so so I started thinking about this kind of more. How do you work with people out of the lab in these spaces where people are underrepresented as as a group, individuals are made-up of lots of different parts to their identity and defined in different ways to the group sometimes.

00:25:53 Speaker 3

And we started thinking about research in the wild.

00:25:56 Speaker 3

Going beyond going beyond the lab, going out there, actually engaging with people on their own terms, in their own space, seeing what they thought about the world and

seeing how this would feed into research, I I was grounded in some respects by ethnographers who work in the, I guess more in the socio tech area.

00:26:18 Speaker 3

People like Andy Crabtree.

00:26:20 Speaker 3

Who's now my director of research? Excellent scholar Mark brasfield. Peter told me. Let loads and loads of people that worked in that area. So.

00:26:29 Speaker 3

There's always been these.

00:26:30 Speaker 3

Voices in the background. That said, look, you know what? Get off your backside. Go and talk to people. Go and look at what they do. Perhaps become part of that world. If you want to understand what it's like.

00:26:42 Speaker 3

To be a sailor, at least go sailing and attune yourself to the concerns of those people. Look at the way they reason about the world and, and I think this has really almost in some respects become slightly.

00:26:55 Speaker 3

Well, it has become foundational to the way I think about things. So I think now I now kind of bolt on a bit to that. I don't, I don't just go and think about and look at people, I think you know what, what's the right thing to do in this context is it? It's not just about doing research of convenience and Manipur around to Pete's on a Wednesday afternoon and saying.

00:27:16 Speaker 3

Or could you pretend to cook? I don't know. Some eggs and bacon and I'll I can put that in my report about how people use technology to cook. It's more about me thinking about how do you empower people?

00:27:29 Speaker 3

And give them voice in research when they're not offering up offered these opportunities.

00:27:36 Speaker 3

And how do you do that in a truthful way? Because it's not.



00:27:39 Speaker 3

We we take it for granted as people, possibly from a certain who had certain experiences that people want to or know how to engage or have time to engage.

00:27:51 Speaker 3

In in research and I think universities are are a pretty good platform in some respects in that they do offer an interface between what might be seen as the real world and the university. But I now I now start to think to myself, yeah, is is this.

00:28:10 Speaker 3

Is it just the right thing to do to?

00:28:12 Speaker 3

Engage with people.

00:28:13 Speaker 3

You you want some sort of empathy, you want some sort of understanding and you know, it makes it makes you it makes.

00:28:20 Speaker 3

You grow as a person.

00:28:22 Speaker 3

And it's it's kind of you develop a much more intimate understanding of your problem and you can reflect on that. And I I think Petes articulated some things perfectly that you you don't really get time to reflect.

00:28:37 Speaker 3

On the problem anymore? Or the research or read or, you know, go and hang out with people or go and chat to people like we're doing now. Really. And. And. And I know there's this idea.

00:28:51 Speaker 3

Of.

00:28:51 Speaker 3

Of frameworks and I know there's this idea of methods and approaches.

00:28:55 Speaker 3

But at the same time, as I've been working in academia, I've been a trustee of charities. And when you work in the third sector, you you kind of often look at these frameworks and you think, where are they from?

00:29:08 Speaker 3

And the frameworks are developed to by people on the ground working with people.

00:29:14 Speaker 3

The frameworks in academia sometimes aren't. They're based on lip reviews or something like that, which which is fair enough. But in my in my, my gut feeling is you've got to ask yourself, have some of the people that are coming up with these approaches, methods, frameworks that they don't have the right.

00:29:33 Speaker 3

To write a framework for people that they don't represent they've never experienced.

00:29:38 Speaker 3

And that that.

00:29:39 Speaker 3

They are not of that world.

00:29:42 Speaker 3

So it it's kind of like me writing a guide for both of you to how you use your house.

00:29:49 Speaker 3

So and and this. This is not a negative thing. I think this is a common sense thing and I think we have to bear it in mind that when we are trying to develop frameworks.

00:29:59 Speaker 3

That, you know, sometimes high level frameworks and high level ways of doing things are so obvious.

00:30:06 Speaker 3

But that anybody could probably write them.

00:30:09 Speaker 3

But if you want something that's meaningful and appropriate, authentic, truthful, you use one of those horrible words that are responsible Peter trustworthy.

00:30:19 Speaker 2

Don't go then.

00:30:20 Speaker 3

Yeah. Yeah. You, you, you, you almost have to.

00:30:26 Speaker 3

Yeah. Why? Why?

00:30:26 Speaker 3

Aren't we engaging with people more to come up with these kind of methods and approaches? Why? Why aren't we just like?

00:30:33 Speaker 3

You know, take it this we we have a project called Souls Future, Mundane, funded, funded by EPSRC. Seeing it was about looking at the way that people might engage with AI and robotics underpinned maritime by BBC Research and development. We report this tech, this is Lancaster and Nottingham.

00:30:53 Speaker 3

This tech in a caravan and took it on the road.

00:30:57 Speaker 3

To some place. If you just parked up and said well, take part in the experience. Come and tell us what you think.

00:31:02 Speaker 3

It was that simple.

00:31:05 Speaker 3

But you know it's.

00:31:08 Speaker 3

Career wise this. Yeah, how how does this all feed into career? Peter? I don't know. Because we kind of.

00:31:15 Speaker 3

I think Pete and and.

00:31:16 Speaker 3

I both represent research focused staff at our universities. In some respects, you do realise that.

00:31:24 Speaker 3

Yeah, if if you go off the beaten track.

00:31:27 Speaker 3

Is possibly not that great for your career.

00:31:30 Speaker 3

On the other hand, if you can support people support one of the human being you you're you're a we're all essentially responsible for each other, so giving.

00:31:38 Speaker 3

Somebody a hand?

00:31:40 Speaker 3

I mean it's it's not a bad thing to do, is it?

00:31:44 Speaker 2

Yeah, it's. I think what you said really it was was quite profound about we just don't have time to reflect. And I I feel like I I haven't developed intellectually, I don't feel like I am where I am, where I should be intellectually, because I've had such a nonlinear trajectory and and also the turn around time for research products.

00:32:03 Speaker 3

Yeah.

00:32:03 Speaker 2

Publications, but also writing big grants and just competing. It's it's a real detriment to to us, but also how we kind of.

00:32:13 Speaker 2

For build really, really good research, grants that that are really useful.

00:32:20 Speaker 2

And yeah, I think that whole kind of thing that you said about having empirically grounded frameworks instead of like literature frameworks, you know this. I think that's so spot on and I think This is why I.

00:32:30 Speaker 2

Really do value.

00:32:32 Speaker 2

Trisha Greenalls now's non abandonment. Scale up. Spread out sustainability framework of of of healthcare technologies.

00:32:41 Speaker 2

Because it's it's it's built on empirical research and it's.

00:32:45

It's.

00:32:46 Speaker 2

Still not actually that if I have a feeling if if that had more purchase early on we and that was actually embedded into kind of AI technology better.

00:33:00 Speaker 2

We would actually be spent. We would be spending our money, the NHS and and the government would be spending their money more wisely on on the rollout of these technologies because it's very likely that 9 out of 10 there is a statistic, someone I think her name is Jack Jessica Morley. She's a philosopher.

00:33:20

For.

00:33:21 Speaker 2

An ethicist and and she worked under Floridi in in Oxford, and she uncovered A statistic like something like. I think it's like only 5% of medical technologies actually make it to market or or get actually routinely embedded. And I think someone, somewhere has actually.

00:33:41 Speaker 2

Buried that statistic because that just says, well, we it's it's more about employment, you know, doing research and innovation developing well, developing medical technologies and healthcare technologies and more about.

00:33:57 Speaker 2

Economic growth and and and making sure that we employ people and contributing to the economy, then it is actually making sure that these technologies are useful and that they'll be used. You know, it just so happens that Jessica and I didn't know this as well, but she has used the Nas framework when I saw her present recently. So we're on the kind of same wavelength.

00:34:17 Speaker 2

So she knows quite critically how important it is to have this buy in from from people, stakeholders and not just end to end users public and the patients, but also bringing in the collaborative aspects and actually only very recently.

00:34:33 Speaker 2

We have seen a lot of AI models and this is one of the reasons why we had the AI winter in medicine in the first place.

00:34:39 Speaker 2

Because a lot.

00:34:39 Speaker 2

Of these diagnostic supports, what were they called to sit like computer diagnostic support systems? You know, there was a particular acronym I.

00:34:46 Speaker 2

Forgot what it's called but.

00:34:48 Speaker 2

They they were all developed by computer scientists and they, amazingly, they just didn't have any clinicians embedded into the actual. Even so, we're not even talking about patients of the public here. We're just talking about clinical.

00:35:03 Speaker 2

Experts who actually are the ones the end users are using these technologies and only very recently I would say in the past like 8 years, nine years we've we've seen better.

00:35:15 Speaker 2

Computer scientists are actually going, actually, you know, my model doesn't mean anything. I can make professor and publish crazy by just doing laboratory, you know, validation tests and laboratory. I can stress test.

00:35:28 Speaker 2

Model on on data, but it's just laboratory results. You know it's it's retrospective stuff, it's not clinical trials but and and that's that's where we need to go really ultimately and it and and computer scientists know that and I think up until very recently it's almost like a suicide mission for computer scientists and engineers.

00:35:50 Speaker 2

To take the the the performance of their model and test it in the real world, because that would.

00:35:57 Speaker 2

That wouldn't cover the the limitations, the risks, the issues, and actually ultimately the the the probable failure of the machine because of the complexity, the the messiness, the unpredictability of the real, of real clinical, of real clinical worlds, but also real clinical patients who do who do not do as they're told.

00:36:17 Speaker 2

This is why technologies fail is because these people are.

00:36:21 Speaker 2

And and why public engagement inclusivity is really, really important this this new range of, you know, this these validation studies, if we are going to if these if these technologies for example are going to be or going to be routinely accepted again these people need to be brought in much earlier especially collaboration with with different types of experts from.

00:36:41 Speaker 2

You know, clinical experts, biomedical people, physicists, cardiologists working alongside and having working relationships with computer scientists and data scientists developing these technologies. So it's a it's also a problem of collaboration as well between different types of spheres and domains.

00:37:00 Speaker 3

Think as well one of the things that you said that sort of challenged me is when you take theoretical models or whatever you want to call them out into the real world and test them you, you immediately are up against you, find out where their where their edges are, don't you and where they work and where?

00:37:14 Speaker 3

They don't. Maybe.

00:37:16 Speaker 3

But what's also interesting is, I think for me, it's if I go out and.

00:37:21 Speaker 3

Chat to people.

00:37:22 Speaker 3

Or discuss things with people, or look at what they're doing or it it shows the edges of my understanding of the world, but I I think you know, sometimes engaging with people, but it's it's it's very a very, very obvious thing to say. You know, if you're engaged with

people, it the scales fall away from your eyes as an as an individual researcher and you're able to see.

00:37:44 Speaker 3

The something about the world that you wouldn't normally and and it this is not about bias in the negative way. It's again as Pete said it's it's about reality and I think that sort of stuff takes time and reflection you need time to kind of sit and think and understand what's actually happened and if we're not doing that.

00:38:05 Speaker 3

And things are just being rushed out for the for the sake of words on paper, which is, which is all some of this stuff is. Is it that we do need an institute or do need to kind of work with funders? Perhaps more as research focused staff as the people that do this work on the ground.

00:38:22 Speaker 3

To to think about how we can empower other researchers to get time and develop capacity and support some of those researchers that are underrepresented in the research ecosystem.

00:38:36 Speaker 3

To give them more voice so that they can do work in order that we get more representation and get better understandings. If we're thinking about this in terms of science, true impact and efficiency is the wrong word, isn't it? It's it's, you know, it's about doing the best thing for people.

00:38:57 Speaker 3

Yeah, it's it's effective. It's it's, it's kind of that's what you want, isn't it effective and works then then maybe there needs to be funding. And I know we've just got some funding at Nottingham to.

00:39:08 Speaker 3

Support underrepresented research focus staff or people that work in the research ecosystem, which is ginormous to develop their careers if there have been barriers put in place. But it's in some respects it sounds so obvious as a thing to do. But but doing this stuff, you know, you know you you need to get multiple stakeholders holders on board.

00:39:27 Speaker 2

I think also I can. I can imagine this consultancy. I can imagine this Research Institute.

00:39:34 Speaker 2



There's nothing like the welcome building. I'm. I'm going down the route of infrastructure. Now we we exclude people in so many different ways that the first thing that we do is through our buildings and fortunately which represent our colonial past and we already know that our buildings are just not.

00:39:55 Speaker 2

Especially well. I mean, even modern buildings are not equipped for people with disabilities and visual impairments, but the welcome building. I mean, I'm sure that will be removed in this maybe, but I've been there a few times and it's so.

00:40:08 Speaker 2

Such a punitive, exclusionary building, despite preaching engagement and funding into medical technology, I've I've never been made to feel like a a a deviant. When I when I go there, because the way the barriers are set up and people looking at you and I was escorted when I went to the toilet.

00:40:29 Speaker 2

And I had someone waiting outside the toilet waiting for me and told that I only have a few minutes in there. You know, it's it's these kind of questions. So my, my, my vision for you know, this kind of Research Institute would actually be something that welcomes.

00:40:44 Speaker 2

The public and patients from all different kind of socioeconomic backgrounds, where they look at the building and they're not intimidated by it. When you look at these kind of.

00:40:52 Speaker 2

Buildings. Maybe it's.

00:40:53 Speaker 2

Like Fleet Street or what or wherever it is, you know all these kind of big government and all these big research funding buildings, they're all got this kind of colonial, very imposing sometimes you know. And when you go in there the.

00:41:05 Speaker 2

Way it's being organised and structured.

00:41:08 Speaker 2

It just isn't welcoming. But if you're going to do this kind of research, institute or whatever you want to call it, it has to be where I'm Joe blogs, a member of the public

that lives in Crocs, stuff in Liverpool, you know, traditional working class background. I know that I can go to this Research Institute and feel welcome.

00:41:28 Speaker 2

It's not gonna look at me.

00:41:29 Speaker 2

And exclude me, you know, I I feel I can go there and I've got. I've got an appointment. I've got a meeting with a a research group who are looking to put a bid into the EPSRC and I've got an appointment and there's a cosy. There's a soft kind of area. It's soft lighting. It's. It feels like I'm welcome here. Despite my background and and who I am and where I come from.

00:41:51 Speaker 2

Kind of thing and I think we need to do better structurally to kind of welcome and and and and include people in these types of.

00:41:58 Speaker 2

Things, but again, that's a question of of, of structure and infrastructure and and and building design as well. So I'm not just talking about, you know kind of research projects, but also everything else surrounding you know and again it comes down to money and space.

00:42:15 Speaker 3

Well, I'd go further on that one.

00:42:16 Speaker 3

Pete, if you think about the way.

00:42:18 Speaker 3

That things happen.

00:42:20 Speaker 3

All the way they're funded off. Often you're seeing this.

00:42:23 Speaker 3

I don't know.

00:42:23 Speaker 3

This is true or not, but sometimes if you want to be inclusive and you want to get people to participate, you need to think about identities based on where they're from. And I think that rather naively, if you invest a ginormous amount of money in a certain place.

00:42:40 Speaker 3

And ignore other places. Then you're not doing work on a national.

00:42:45 Speaker 3

Level so you, you know and I know it's like Northern Ireland, Wales, Scotland, England and then within all those places, there's kind of urban and rural and you'll probably see money sunk into the capitals of those areas. So and also you you know as well as I do as somebody who speaks some Welsh.

00:43:01 Speaker 2

Right, yeah.

00:43:06 Speaker 3

It's kind of linguistically, yeah, though some of those areas it's you're gonna get sort of Gaelic Welsh, English, various other languages spoken are never accounted for in research to be.

00:43:18 Speaker 3

Honest. And then you start to think, hold on. This is even crazier the legislature, if you look at devolution as we're heading towards further devolution, most of those nations, those countries or or areas or what our regions, some people call them but they are they do sort of identify as countries like Wales, Scotland.

00:43:39 Speaker 3

England.

00:43:40 Speaker 3

That there's a whole raft of individual and very context specific legislation in place. So for example, if I was at University X in country X and I'm just thinking that that my research is going to have a UK wide impact, even the fact that somebody is not bothered.

00:44:01 Speaker 3

Or doesn't understand that you need to go out there and participate with different areas of the UK to really appreciate where if you're doing some certainly doing something around healthcare, policing, socioeconomics.

00:44:19 Speaker 3

Or all of those big areas, education, ageing you. You really need to go and appreciate what these different areas do and the way that they work together because sometimes you can look at things like for example, I've got some colleagues they're talking about. well-being I go to Wales.

00:44:38 Speaker 3

I notice there's a well-being of future generations act. There's legislation, there's law there. It's embedded within, within all statutory organisations that this stuff has to happen.

00:44:50 Speaker 3

So then then you might reflect on that and like like Peter's like rather sort of cleverly articulated it might, it might not necessarily be that there's like a send, there's a centre, but perhaps those people are informing engagement and can support real world engagement via via those kind of strategies and.

00:45:12 Speaker 3

Policies and legislation that's in place.

00:45:14

OK.

00:45:15 Speaker 3

I mean, it might be the case within the next few years that we end up with. I mean, I don't. I don't know how this works. I'm not part of it, but it might be that research funding is regionalised.

00:45:25 Speaker 3

Nice. Yeah. So, but you you end up with a a a regional approach. I mean, it's not going to solve issues. Whereas if a region decides to put all their money into Alan's metropolis.

00:45:38 Speaker 3

And not into other areas, but at least with those sorts of mechanisms, you can ensure that the research is appropriately related to the issues within that nation.

00:45:51 Speaker 1

And I wonder if having an institution that was actually not made by researchers to do this, but also made by members of the public, and maybe it could be something that reflects Community centres a bit more in terms of like somewhere where people would actually want to go and with is within the Community.

00:46:10 Speaker 1

Or something that moves when Alan mentioned the van and when they drove up to Lancaster, it could be something like that going back to also what you said about Welsh. Even something as simple as having signatures. Everybody's e-mail signatures in English and Welsh wouldn't happen outside of Wales, whereas I do notice.

00:46:30 Speaker 1

And you get emails from researchers in New Zealand.

00:46:32 Speaker 1

And they will have it in English and in the Maori language as well. A lot of the time. So, yeah, just wonder wonder why that is. I've never really thought about that. And even getting basic informed consent forms in what I don't think we'd ever do that in Welsh. But unless you're in Wales or working with Welsh.

00:46:53 Speaker 3

Yeah.

00:46:53 Speaker 1

Maybe it should be something that's automatic like in places like Spain where you would have it in Spanish in Catalan.

00:47:00 Speaker 1

Probably. Maybe in the vast language as a as an option. One of the things I found with public engagement I've actually been asked this outright is like, is this just for middle class people? So it is a serious problem in the UK. I think people do not talk about the class system as much as they should, especially when you're working with universities.

00:47:21 Speaker 1

I think people do think this is not an institution that represents me and never I just, it doesn't relate to me at all. This research doesn't relate to me as much as it should, but when you consider kind of our.

00:47:33 Speaker 1

Like the society that we live in and how that also influences us, what is our responsibility as researchers considering some of these issues that you've mentioned? Is it a public health issue? Sometimes with these things that happen with short term contracts with the way we have to do research, what kind of tips and insights would you like?

00:47:54 Speaker 1

To give to kind of future researchers and practitioners.

00:47:58 Speaker 3

I suppose that the the the sort of the reality of it is if you went and looked at organisations and looked whether you or any any way that you identify was represented in the organisation.

00:48:11 Speaker 3

And it wasn't.

00:48:13 Speaker 3

Then, then there's a big issue there isn't there?

00:48:16 Speaker 3

And I suppose that that issue sits on on multiple levels.

00:48:20 Speaker 3

Do they get public funding? How are they engaging? Are they? Do they want to represent you? I mean, like you said, Matimba. It's a class as a, as a, as a very strange issue.

00:48:33 Speaker 3

Which is, which is often avoided about being people, not people, are not comfortable about talking about it. Have you?

00:48:37 Speaker 3

Noticed.

00:48:38 Speaker 3

And it's because I think it is one of the implications of of.

00:48:43 Speaker 3

What somebody said to me it was it was quite high up in academia, I said, because I I sound like I'm working class. People think I'm stupid.

00:48:52 Speaker 3

And this is in the real world.

00:48:55 Speaker 3

And that's somebody who's kind of like a professor at a university. And I thought, you know what? I come from that background. I I I don't. I never even thought that. But you kind of. Yeah. It's about people's perceptions about you because of certain characteristics that you've got.

00:49:11 Speaker 3

So there, there, there, there is a job that needs to be done, I think to make people comfortable in settings that that, that they're not comfortable in. And and I think Peter was pretty good at articulating. Sometimes you look at these spaces.

00:49:28 Speaker 3

As and I I've often thought about this is so you know, I I'm gonna do something impactful, and I'm gonna do it in this really, really important gallery that's got billions of pounds. And they're gonna give me a really uncomfortable stall to sit on. So I can talk at people about stuff and that that's impactful.

00:49:48 Speaker 3

An engagement because it's like, you know, it's really fancy.

00:49:53 Speaker 3

But then I think, but is it really impactful and is it really engaging to have somebody just blow hot air at people for half an hour and wave my arms about? And although I am entertaining, so people told me it feels much more valuable use of my time to to go out to.

00:50:12 Speaker 3

And chat to people one to one, sometimes at a community centre.

00:50:18

And.

00:50:19 Speaker 3

I think what I thought about in the the past and more recently is if I was gonna advise somebody I I would think you know it's you're you're you're an academic system where you you publish work it's about your research. It's about your thoughts about the world there are perhaps people in that world that are not representative.

00:50:39 Speaker 3

Of the wider ecosystem, and but you might not be representative of the academic ecosystem that you're.

00:50:48 Speaker 3

So there's there's all these conflicts, aren't there, around their their issues around identity and the barriers that are put in place and the perception that others have about you and that you have about them perceiving you, which which can lead to kind of lack

of confidence or, you know, keeping your mouth shut or or doing things in a different way.

00:51:09 Speaker 3

But I I think essentially you need to develop some confidence to actually articulate that because there there are lots of people for, for a variety of different reasons that do think in the same way that you do.

00:51:23 Speaker 3

And I think if we all sit there and keep our mouths shut and our eyes closed and put our fingers in her ears.

00:51:29 Speaker 3

Then you know we we'll be trapped in our own heads, whereas what we really want is for somebody like, like like you too. So, well, actually, you know, I've noticed this. And I say, well, I've noticed that. And you said, yeah, I've noticed this and you kind of build up a culture that is sort of supportive and people don't feel left behind at the same time.

00:51:49 Speaker 3

I'm saying that I'm aware that.

00:51:52 Speaker 3

If you are in a.

00:51:53 Speaker 3

Position where you're just starting out in academia or you're on a fixed term contract, or you're working in an area which is perhaps new or or certainly avant-garde, or at the cutting edge of what you're doing. Then it must be amazingly stressful if you've got a burning issue that you think you can really.

00:52:15 Speaker 3

Kind of where you can really engage and have some some impact, which is kind of just in a social way, righteous research maybe, maybe that's a term for the for the interview.

00:52:26

Yeah, if if you.

00:52:28 Speaker 3

It must be quite scary. You you must sit there and think, well, actually, shall I say anything?

00:52:32 Speaker 3



I don't want to rock rock the boat.

00:52:34 Speaker 3

Lots of people are just lots of people are just doing this stuff and they've got lots of publications or they're seen as important.

00:52:42 Speaker 3

But I I don't know from experience, I think you should kind of you know think think about being authentic and true because if if you're working with people who actively try and suppress what you've got to say, then you know you need to raise that and you need to kind of.

00:53:03 Speaker 3

You you don't.

00:53:04 Speaker 3

Want to encourage that sort of behaviour?

00:53:07 Speaker 3

Because that's the sort of behaviour from individuals and organisations where they institutionalise things like belittling.

00:53:14 Speaker 3

And that they hold people back on purpose.

00:53:18 Speaker 3

Which which I don't know. I mean, perhaps I'm drifting into sort of northern negativity here. I don't think that's what a majority of of.

00:53:24 Speaker 3

People want to see.

00:53:27 Speaker 3

That they they want to be engaged in something which is positive, which is sort of bringing issues to light they want to solve problems they don't want to sink people.

00:53:35 Speaker 3

They they they want good stuff to happen. So. So it's been fascinating to hear what what you've both had to say in in this area because yeah, hopefully somebody somewhere will listen to it and give Pete £50 million to open his centre in north Powys or somewhere bilingually.

00:53:52 Speaker 2

The hub of the community, and I'll call it rightist.

00:53:54 Speaker 3

Research. Righteous research, yeah.

00:53:57 Speaker 2

The brilliant. Yeah, I agree with everything Alan said that it's I think it's being mindful of of, of your gender, first of all.

00:54:07 Speaker 2

And and your race. And you know your identity and where you come from. I mean, I'm speaking maybe for for Alan and I, but here, you know we we don't I mean I.

00:54:19 Speaker 2

Guess.

00:54:20 Speaker 2

We do as fixed term research as we do put our life on hold because there are waves of unemployment.

00:54:28 Speaker 2

But but again, being white and male, we we're still privileged where we don't have to think about.

00:54:35

Children.

00:54:36 Speaker 2

And in a sense, and and losing time and, you know, statistics do show how difficult it is for women who drop out of highly paid careers. It's really difficult for them to kind of get back to where they once were. Organisations putting barriers in place, stopping them from rehiring them or or at a.

00:54:56 Speaker 2

The salary that they were, and I think there are mechanisms that that there are just really difficult and in terms of of of, of tips I then I I think it is about being mindful of of who you are and where you are realising.

00:55:11 Speaker 2

Your, your, your privilege and your power. I guess you know this is what it's what it's all about. In writing research and doing research, but also interacting and engaging with with people and with participants and. And of course not treating them as objects, not treating them as.

00:55:32 Speaker 2

Data points in a paper or an Excel spreadsheet. I'm always aware I I try and do my best to.

00:55:41 Speaker 2

It's it's something that we don't.

00:55:44 Speaker 2

We don't do well enough. Is, is, is. I still think academia is is way too middle class and again that's a systemic thing. But then it's it's difficult then right? Because what is middle class is a constantly shifting concept and term now because you know you've got now middle class people, you've got partners for.

00:56:03 Speaker 2

Example who are.

00:56:04

Well.

00:56:05 Speaker 2

Educated degree masters, PhD. Yeah, they're struggling to pay the bills historically or or from a classification sense. You know, based on their education and their parents, they went to university their their middle class, but they can't afford a deposit.

00:56:21 Speaker 2

To buy a house, right? Or you know, they're struggling with winter bill payments and things like that. And now they've got a kid. They've they've now brought a child into the world and that that picture becomes even more complex. So now you a middle, a middle class me, my partner earns a good amount of money or whatever's good in or more than the average.

00:56:41 Speaker 2

With the UK, yeah, we still have to budget and actually I might have to go without lunch tomorrow or that coffee to afford like, baby formula so.

00:56:51 Speaker 2

This this middle class thing is is a really complicated and and a contested term as as we would say it, it will depend on on who you speak to and which Community. And I just think it and again it's to be mindful of that and and.

00:57:05 Speaker 2

Of tips, I would give researchers. Well, this is the problem. Be mindful about everything. But if you are mindful about everything and really empathetic and really, dare I say it, responsible and understanding, it's dangerous because you'll burn out, you'll burn yourself out and.

00:57:20 Speaker 3

Yeah.

00:57:23 Speaker 3

I was just thinking that actually about the the burnout because it's kind.

00:57:26 Speaker 3

Kind of you, you know, you get to a position where you can support if you work in academia and and you're at a university which is supportive. And I and I've worked at Notting there for a long time and they've always supported me and when I've worked with people at Oxford and and Aberystwyth University, people have been amazingly supportive and it gives you the opportunity.

00:57:48 Speaker 3

To then pass on some of that privilege by touching things that are gold, you get a little bit of that and people respect you and you can have. You can have a certain amount of influence so.

00:57:57 Speaker 3

You are in a privileged position, but at the same time it it it's not. It's not, but I don't know about burnout, but it it does take a significant amount of energy to get things back on track for people that mindfulness kind of is where the burnout is because you're constantly thinking, actually, how could I help this person?

00:58:19 Speaker 3

That this is not working for them because you know, no matter where you work, people are people.

00:58:26 Speaker 3

But you if you can, if you can help somebody, then you can kind of just do it. But if you if you're up that mindset all the time, then it's gonna use up your time and your energy,

and then you can probably start to feel quite grumpy that somebody's not doing something that they should be doing and you start to get quite negative about about the system. And I.

00:58:44 Speaker 3

I think lots of people are at the moment. Academia changed massively and it's gone from being an organisation where.

00:58:52 Speaker 3

You had students and you have professors who profess stuff, and the students learned and you did your research on the side. Well, now suddenly we're in a position where there are all these different disciplines that range from engineering to medicine to philosophy to applied philosophy.

00:59:12 Speaker 3

The technology has a social element to it. This means that we we have to, you know, engage with each other to understand what's happening. And it's a big old world, isn't it? Now it's not. It's not as it was. So I think the research culture has changed dramatically and we're trying to kind of see, still trying to see where we fit within that.

00:59:32 Speaker 3

System, which as Pete said is like you know still move moving about. It's a bit wobbly. One minute we're doing this one minute.

00:59:38 Speaker 2

We're doing that. We have got the tools and at Bristol we've got public engagement. Who who do facilitate routes into these kind of public outreach event.

00:59:48 Speaker 2

But what I have?

00:59:49 Speaker 2

You know, being critical of these events again though, is that they're they're really time sensitive. They they tend to be full.

00:59:59 Speaker 2

Middle class children or or middle class public, for example festival of tomorrow which was at the the Deanery Academy and I've never seen a school more.

01:00:09 Speaker 2

Religious ever in my life, it was a a phenomenal, beautiful, expensive school. I think it might have been Independent School. I don't know. Whatever it was, it really catered for families. Well, it was a very nice school and I and I did. I was mindful of the children.

01:00:30 Speaker 2

And some of the parents that were there very well articulated good grasp of of knowledge and curiosity and really had a really good.

01:00:38 Speaker 2

Knowledge of technology and AI the case was also with a public engagement event at the HMS Britain. I think as part of Futures Festival which which we were involved in. Again, those children actually did know more about AI than I I'll be honest with you, they were they were talking about things that I.

01:00:57 Speaker 2

Was like how?

01:00:58 Speaker 2

How did you know that? Wow, you know? So. And of course, those were the selects, the especially the the children that I interacted with. Yeah, it was. It was of a certain demographic, and I think.

01:01:11 Speaker 2

Sometimes my take home message of that was that when we are doing public engagement is with with whom and and it is quite in the comfort it's it's comfortable public engagement with children who are and and families who are potentially comfortably middle class that don't have to.

01:01:31 Speaker 2

Worry about?

01:01:32 Speaker 2

Budgeting per say, their, their, their coffee or whatever. Again, that's a horrible assumption. I should never assume as a sociologist I'll slap myself on the hand.

01:01:41 Speaker 2

But let's not be comfortable when we do public engagement, and I think this is a tip, this is tool. I think this is my, this is what I would like to pass on to people is like let's do public engagement and building inclusivity but not in our comfort zones like Alan said, go to like, I don't know, someplace in, in a van and drive up to.

01:02:02 Speaker 2

Potentially a you know a A deprived area or something like that, or work out what we need to do in.

01:02:07 Speaker 2

Those types of areas.

01:02:08 Speaker 2

Because these people matter of course, and and and that's that's not what we're doing well. And that's why people turn around and and they say is this for middle class people.

01:02:19 Speaker 2

Well, it is.

01:02:21 Speaker 2

So far it really is and I I wanna see better engagement with different demographics different.

01:02:29 Speaker 2

Kind of people moving forward, but of course it's really, really difficult to do. It's a really difficult balancing act literacy and know.

01:02:36 Speaker 2

Age plays into that because as a researcher, we're biassed, we're all biassed because we want the best information and and and unfortunately, when we do collect data, we want kind of something to give us really cool, insightful comments, and our qualitative research our our papers.

01:02:56 Speaker 2

And we might potentially this is probably a controversial, but we might not potentially get what we want to say in in a if we went somewhere else that wasn't, that didn't have this level of knowledge or experience from a middle class kind of school for example, there is a kind of a bias that creeps in where we know it's almost like kind of.

01:03:16 Speaker 2

What do you call it? Sampling bias or purposeful? It's like a purpose purposeful nurse in who we select to to kind of into and and and include into our research. I think that's one of the things in terms of what tips I would give researchers is is to go outside of your comfort zone. I know it depends on the research.

01:03:36 Speaker 2

Question, but let's expand the research question into different communities and into different groups that are ultimately left behind and that left behind. Research is really, really important because it's the left behind that that get excluded from mob.

01:03:50 Speaker 2

Rules that and will end up in some type of kind of court case or trial 10 years time, which the public will end up paying for, and then they're they're in repeats this this cycle, that kind of thing anyway. But yeah, that's that's my thing is, is to kind of go out outside of your comfort zone and that's it. Yeah.

01:04:10 Speaker 1

Alright, well I'm gonna.

01:04:13 Speaker 1

Leave it there then, like it's been so nice to talk to both, I feel like I like I I, to be honest, I could talk to you both forever, I think can definitely have hours and hours of conversation about this topic and just really glad to have had you on the podcast.

01:04:30 Speaker 2

Thank you very much. Yes, thank you.

01:04:32 Speaker 2

For.

01:04:45 Speaker 1

In today's podcast, we talked about public engagement with research related activities, research, culture, access to research, the importance of public voice, unheard voices, and the social economic gap in research participation. We covered a lot. I'm glad in this series of power and privilege that we could discuss gaps in public and community engagement with research and academics.

01:05:08 Speaker 1

Highlighting issues of class, both the middle and upper class nature of academic profess.

01:05:14 Speaker 1

And the exclusion of lower socioeconomic groups from public engagement with research, patient involvement and public engagement with research is something that is really close to my heart. I really hope we can move more research away from the ivory towers of universities and into the community.

01:05:34 Speaker 1



So more people can be involved with research.

01:05:37 Speaker 1

Thanks for listening to the problem. Privilege in Academia podcast brought to you by Black and brown and bioethics. Be sure to visit [blackbrownbioethics.blogs.bristol.ac.uk](https://blackbrownbioethics.blogs.bristol.ac.uk) to listen to more of our podcasts, follow our work, and connect with our network.

01:05:55 Speaker 1

Credits. Thank you to the centre of their ethics and medicine at the University of Bristol and to the Ethox Centre at the University of Oxford for all their support. Thank you to Doctor Kassim Ashraf for providing intro and outro.