a load off your mind

COINS

01:00

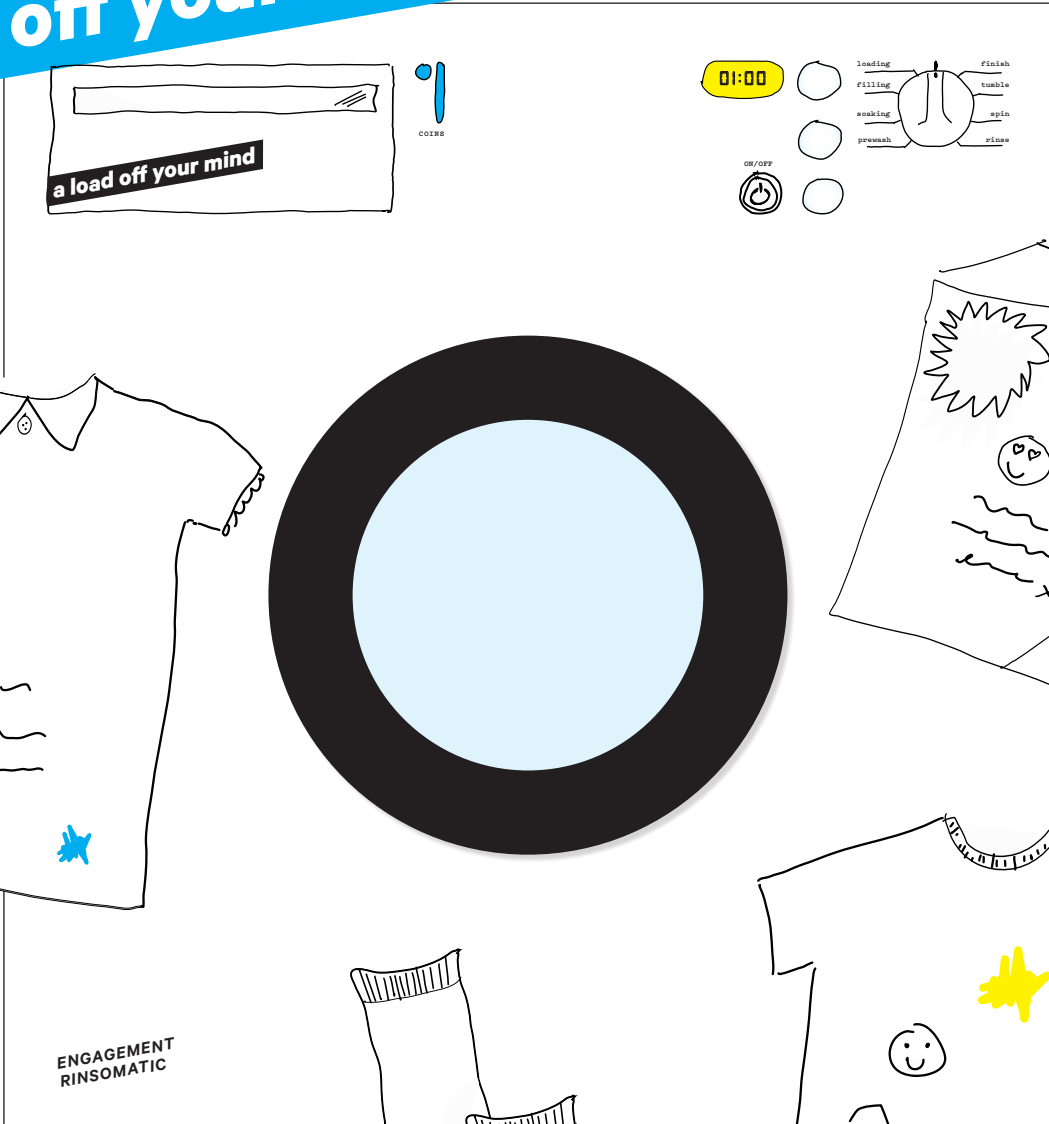| loading	finish
filling	tumble
soaking	spin
prewash	rinse

ON/OFF

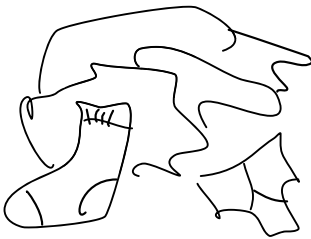ENGAGEMENT
RINSOMATIC

PROPERTY OF :

washing
guide
workbook

the laundromat process

we are here!

*1

gathering up
the laundry
pile

◦ setting the cycle survey
◦ drawing things out: you
  and your engagement
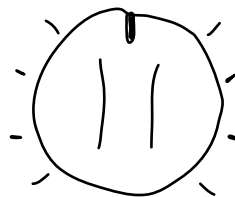
2

gathering up
the laundry
pile

2

sort the
laundry

◦ 'sci comm 101'
◦ get it on the garments
  peg 'em up prompts

3

choose the
settings

◦ set the sliders

4

soak + spin

◦ what's in the spin
  'wheel'

Welcome to your 'a load off your mind' engagement laundromat; a space to help you air your thoughts about your engagement project, to rinse through any potential issues and make your project fresh and bright.

If you did not complete an online version, before you start, please have a look at and sign the project ethics statement at the back of this workbook or come back to us with any questions.

If we are gathered in person you will also have a washing machine for your group to collect its thoughts.

You can use this workbook for your own notes and reflections of your time in the laundromat.

The laundromat is structured as a series of activities to get from grey areas to dazzling brightness. We will take you through those in order, with plenty of airing time.

Through the book, look out for yellow splodges that denote where you should action something before moving on, like this:
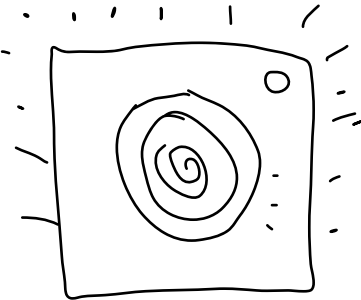
These activities might be carried out in a group, individually, or online in advance.

We'll start with finding out a few things about you and your project. Ready? Let's get this cycle started!
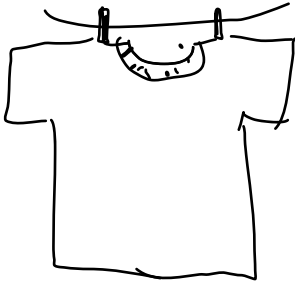
5
rinse + wring

- who's in the spin audiences and what's in the spin messages

6
get it dried

- hanging out priorities washing line

7
fold and press
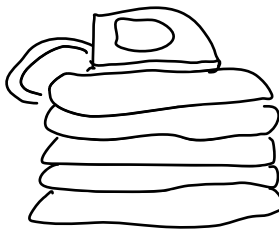
- stacking up measuring impact
- pressing on reflections

8
ready to wear
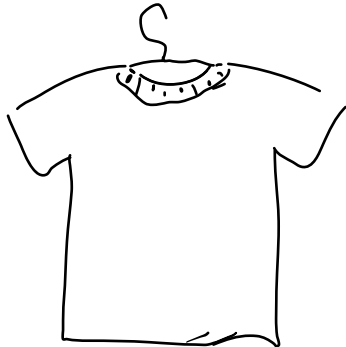
- freshly laundered next steps

3

1

setting the cycle survey...

This survey is designed to help us tailor kanohi ki te kanohi activities to you, your research and engagement project. If you did an online version, you can skip this bit.

Please briefly detail the project that you would like to develop an engagement plan/activities for ('project' can be as specific or loose as you like):

ADD YOUR THOUGHTS HERE

Is the project you have in mind associated with:

- [ ] your specialist area of research
- [ ] your discipline more generally
- [ ] broader science literacy
- [ ] something else (please expand)

Is your potential engagement project related to a current or proposed Te Pūnaha Matatini research stream?

- [ ] Yes, entirely
- [ ] Yes, somewhat
- [ ] No, but it could be
- [ ] No, definitely not
- [ ] Not sure

If relevant, please tell us which Te Pūnaha Matatini work your project relates to (or could relate to):

1

gathering up
the laundry
pile

What engagement activities do you have in mind for
this project (if any)? Have you undertaken any
activities so far?

＊ ADD YOUR THOUGHTS HERE
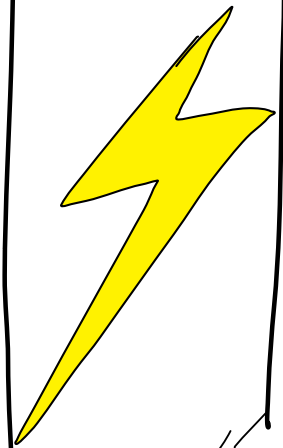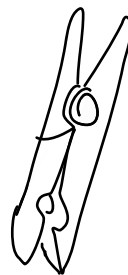
Thinking about engagement, what's your:

✳ Level of *experience*:

Clip a
peg on
the line!

low   high

0   1   2   3   4   5   6   7   8   9   10

✳ Level of *confidence*:

low   high

0   1   2   3   4   5   6   7   8   9   10
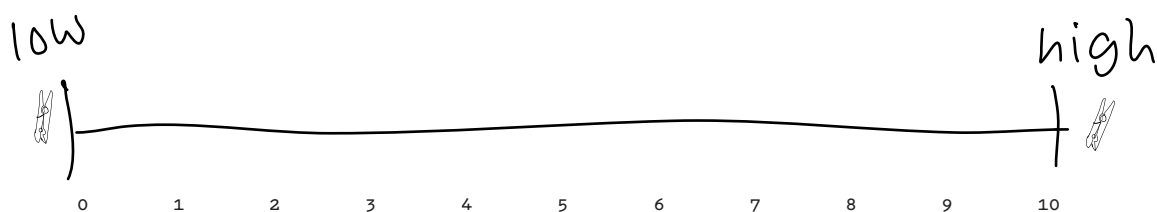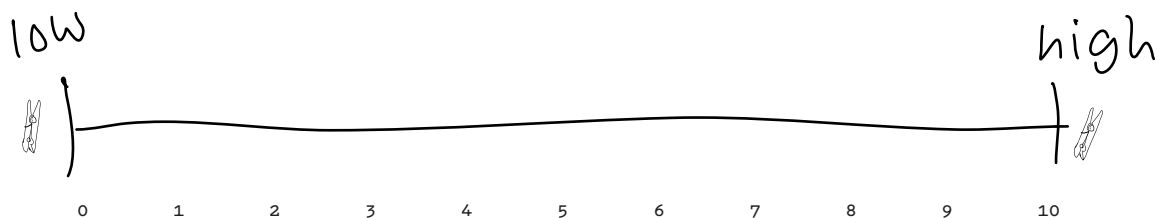
✳ Level of *motivation*:

low   high

0   1   2   3   4   5   6   7   8   9   10

1
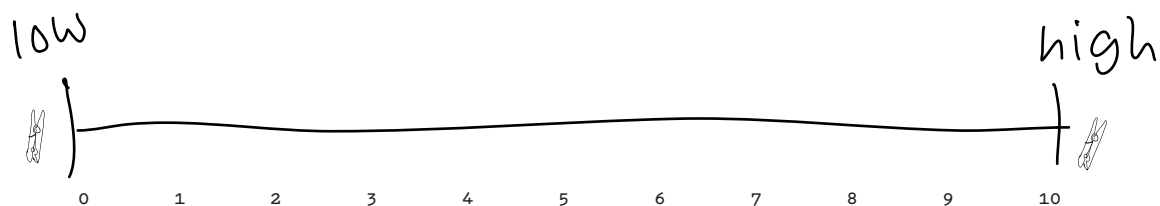
gathering up
the laundry
pile

Quick and dirty responses are fine!

Who are the target audiences for your engagement activities?

ADD YOUR THOUGHTS HERE

What are the key messages for your engagement (if you know them at this stage)?

ADD YOUR THOUGHTS HERE

Are there any expectations or commitments (for instance to funders) with regard to engagement in this project?

ADD YOUR THOUGHTS HERE

Do you have any final thoughts, concerns or ideas about engagement that you would like discussed and explored during your laundromat experience?

ADD YOUR THOUGHTS HERE

1

gathering up
the laundry
pile

**drawing things out:
you and engagement**
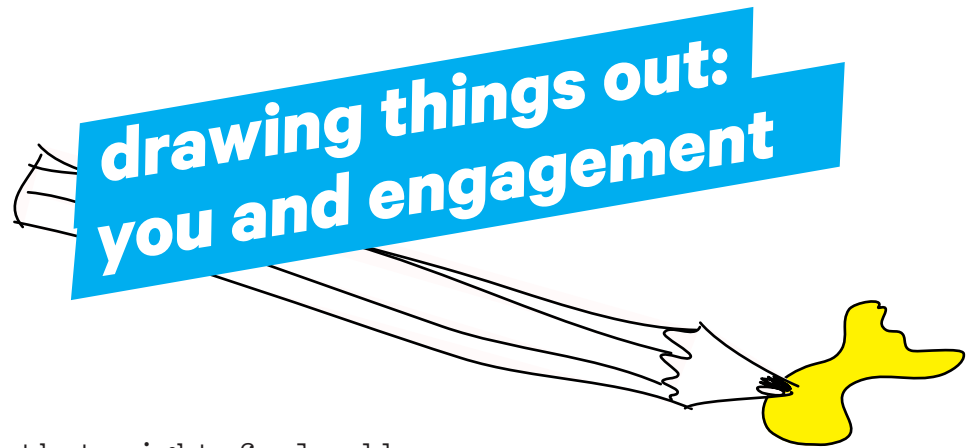
Now for something that might feel odd…

Pick up a pen or pencil and on this page, have a go at
sketching yourself doing an engagement activity.
The point is to switch out of academic mode and *observe
yourself*, as if from a distance…

–   What do you look like as a science communicator?

    What are you wearing? Do you have props? Are you comfortable?

–   Where and what is your engagement space?

    Where will this engagement take place? Where are you relative to
    your audience/participants?

–   What does your audience look like?

    How many are there? Were they invited? Where are they and what are
    they doing? What are they dressed like?

–   How do these things relate to each other?

    Draw the relative positions and interactions

–   What are you communicating about?

    Give yourself a speech bubble or other way of showing what the
    content is…

This isn't a hot wash — no need to sweat it! Just scribble, draw or write — whatever works

Science communication and public engagement
can mean vastly different things to different
people. Before we head on into the laundromat,
we'd like to know what engagement means to
you, just as a one liner, off the top of your
head (no Googling required!)

engagement
is...*

a load off your mind

*there's no right or wrong answer!

that's the laundry gathered up! If we are online, take a quick snap of the section one pages and send them on over to the laundry attendants. If we are in person, let's hang that mahi up to share. Now we let it all soak for a bit and move on with the cycle!

2
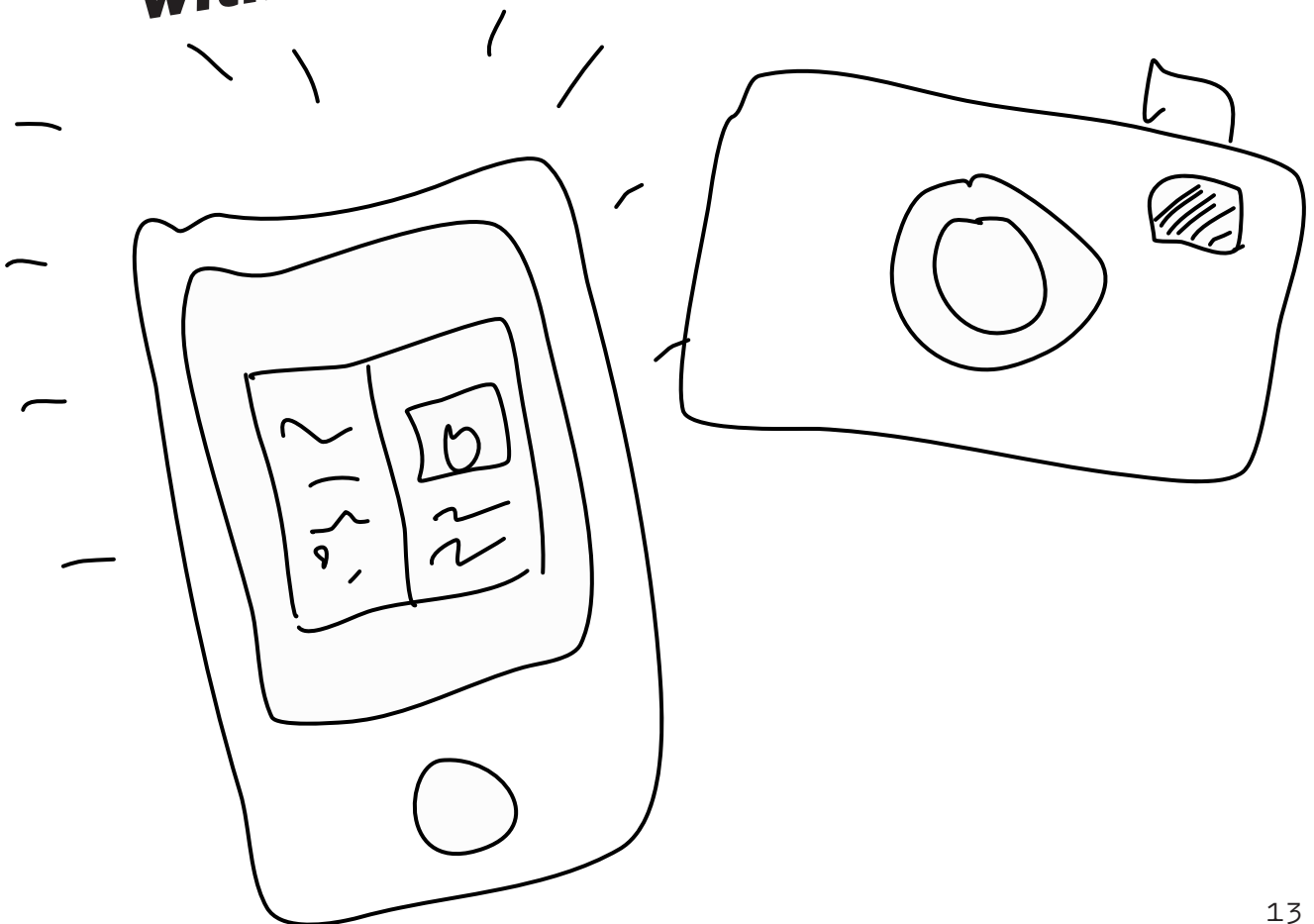
scicomm 101

This part of the laundromat is to help us iron out a few things and get the water up to temperature: a brief intro into science communication (or whatever term works for you). We'll do it kanohi ki te kanohi, or at least through a screen! The slides are here in case you want to annotate them:

---

a load off your mind

a brief intro to the what, who and why of scicomm*

*or PEST: public engagement with science and technology. let's not get too caught up on this yet!

---

a load off your mind

what even is scicomm?

organised, explicit, and intended actions that aim to communicate scientific knowledge, methodology, processes or practices in settings where non-scientists are a recognized part of the audience

- Horst, Davies & Irwin (2017, p.884)

what even is engagement?

…intentional, meaningful interactions that provide opportunities for mutual learning between scientists and members of the public

- Nisbet & Marcowitz (2015, p.2)

---

a historical perspective

Adapted from: Bowater & Yeoman (2013); Davies (2013); Bucchi & Trench (2014)

---

a historical perspective

Handwritten annotations: Eurocentric! | creation myth? | Different modes useful for different things? | But giving a talk is one way and that still happens? | no scicomm prior to the 80s?! | Indigenous perspectives?

---

what's the purpose of scicomm?

From the perspective of
scientists
media
public(s)

15

a load off your mind

what's the purpose of scicomm?

From the perspective of
scientists
media
public(s)

a load off your mind

scientists...

"to encourage kids to study science"

"it's important"

"it's a good thing to do"

"to demystify research"

"because we're working on public money"

it's fun

"so people understand the issues behind …."

"to address misconceptions"

"to show the process science"

Why do we get involved in education, outreach, & public engagement?

a load off your mind

scientists...

"to encourage kids to study science"

inspire a next generation of scientists

"it's important"

social responsibility

"to demystify research"

it's a good thing to do

to encourage public engagement with science

because we're working public money"

justify public funding

it's inherently fun and rewarding

so people understand issues

support communication and education professionals

"to address misconceptions"

increase scientific literacy

"to show the process science"

Why do we get involved in education, outreach, & public engagement?

a load off your mind

scientists...

commercial interests

"to encourage kids to study science"

inspire a next generation of scientists

"it's important"

attract students (recruitment)

social responsibility

have political influence

"to demystify research"

it's a good thing to do

to encourage public engagement with science

because we're working public money"

ego

justify public funding

Increase funding (public and private)

it's inherently fun and rewarding

so people understand issues

support communication and education professionals

reach politicians through public support (votes)

"to address misconceptions"

increase scientific literacy

visibility for yourself, your research, your group (marketing)

Why do we get involved in education, outreach, & public engagement?

which 'science' are you representing?

an "expert"

communicating factual knowledge I know to be correct to specific target groups because I am obliged to do so

a "research manager"

communicating knowledge products that show us in a good light (branding) to stakeholders because it is a part of a managerial role

a "guardian of science"

communicating about rationality and scientific method to enhance enlightenment to citizens because I am personally committed

Horst, M (2013)

---

what's the purpose of scicomm?

From the perspective of scientists
media
public(s)

---

what's the purpose of scicomm?

From the perspective of
scientists
media
public(s)

*alt:informed decision-making

---

shifts...

research does suggest that there has been a transition over the last forty-odd years from:

knowledge transfer
Wynne 2005, Irwin 2006, Trench 2008, Fouliot 2009

knowledge sharing
Jackson, Barbagello & Haste 2006, Benneworth 2009

knowledge building
Jolly & Kaufman 2008, Williams 2010

Terms taken from Stocklmayer (2013)

knowledge transfer

e.g. articles podcasts presentations infographics
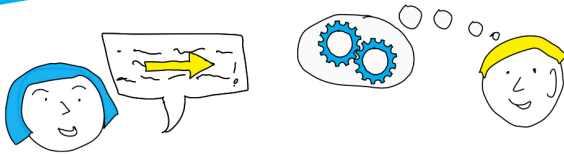
One -way transfer of content
based on commonly understood laws of nature
no impact or action required, little controversy

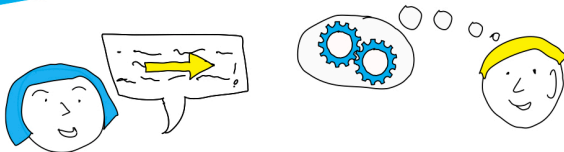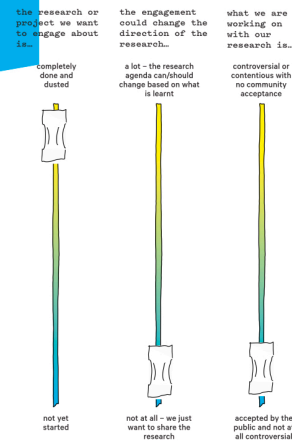
knowledge transfer

* Sometimes called the "deficit model"

One -way transfer of content
based on commonly understood laws of nature
no impact or action required, little controversy

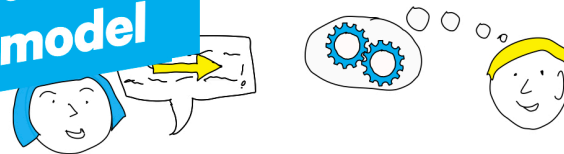## knowledge transfer

suitable for simple,
non-political issues
with common frameworks,
and requires no change
in values, attitudes or
behaviour

the research or project we want to engage about is…	the engagement could change the direction of the research…	what we are working on with our research is…
completely done and dusted	a lot – the research agenda can/should change based on what is learnt	controversial or contentious with no community acceptance
not yet started	not at all – we just want to share the research	accepted by the public and not at all controversial

---

deficit model

an assumption that the
public have a 'deficit'
of knowledge, and this
can be remedied
through more science
communication

one way communication
is important for
consensual,
non-problematic
concepts

builds 'scientific
literacy' and
understanding of role &
nature of science

unhelpful framework
for communication of
controversial issues

no necessary causal
progression from more
knowledge to more
acceptance

a load off your mind

knowledge sharing

e.g. science café's
stakeholder meetings
workshops
games

two way discussion
negotiation / consultation
some consideration of context as well as content
experts might disagree on subject

---

a load off your mind

knowledge sharing

useful for topics with high public impact or areas of controversy or political interest

the research or project we want to engage about is...	the engagement could change the direction of the research...	what we are working on with our research is...
completely done and dusted	a lot – the research agenda can/should change based on what is learnt	controversial or contentious with no community acceptance
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---

a load off your mind

knowledge building

e.g. consensus stakeholder
conferences workshops
hackathons dialogues
co-production

Multi-directional co-production
considers content and context
participation and engagement

---

a load off your mind

knowledge building

useful for topics with high public impact or areas of controversy or political interest

the research or project we want to engage about is...	the engagement could change the direction of the research...	what we are working on with our research is...
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19

audiences

Format tone style
Cognitive factors activity level

?

to design effective communication we need to understand the goals of the communication 'event' **and** the audience…

a note on 'the general public'

1. **The fans** – who love everything related to science

2. **People in the middle** – who have some interest in science

3. **Those who say 'I don't get it'** – who are interested in science, but have trouble understanding it

4. **'Too busy'** – those who don't have the time to pay attention to science

5. **Distrustful people** – who don't trust science and often hold anti-scientific beliefs.

6. **'I know it all already'** – those who feel they have nothing new to learn from science, but often have extreme anti-scientific beliefs.

Cormick (2020)

you can find articles referred to in this presentation, and the slides at makinggood.design/laundromat
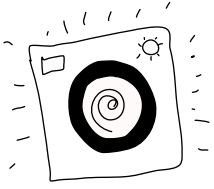
thoughts and notes

LEFT INTENTIONALLY
BLANK FOR YOUR MUSINGS

2

sort the
laundry

At the start, we prompted you to think a little about your project and yourself as a science communicator or public engagement facilitator. Now you've had a chance to hear a little bit more about the general direction of the field as recorded in the literature, and had some time to soak your ideas we want to set about documenting some of those thoughts as they are now. Using the prompts supplied to help you, try and record things like:

- what is the engagement?

- where is it?

- who is it for?

- why are you doing it?

- what resources do you need?

- who are the other people involved?

- where is funding coming from?

Anything you're holding in your mind, jot it down and pin it to the washing machine.

Any time you have a thought you want to come back to during the process, peg it on the line for later

2

sort the
laundry

your engagement laundromat

peg 'em up prompts

at stage 2, fill in
these items to add to
the wash, and peg them
up to air for a bit…

3
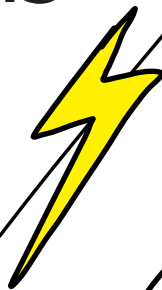
choose the
settings

dialing it in...
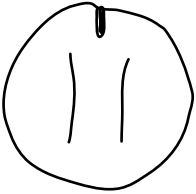
Now, we're going to consider some of
the settings on the machine to help you
think about your project further. Here we
are thinking about the actual science or
research project you are hoping to engage
about as well as the *engagement* part…

01:00

loading   finish
filling   tumble
soaking   spin
prewash   rinse

ON/OFF

what's your project stage?

COINS

a load off your mind

the research   the engagement   what we are
or project we   could change the   working on
want to engage   direction of the   with our
about is…   research…   research is…

completely   a lot – the research   controversial or
done and   agenda can/should   contentious with
dusted   change based on   no community
                    what is learnt   acceptance

not yet   not at all – we just   accepted by the
started   want to share the   public and not at
                    research   all controversial

SUPER SOIL RINSOMAXX

1. Set the dial to reflect the stage your *engagement* project is at… (some people might be using the laundromat as a catalyst, some might be checking in and reevaluating - both are legitimate). How long do you expect an engagement cycle to take?

early days, just thinking!

1. loading

5. rest   done my first activity

2. filling

6. tumble

percolating and planning…

3. soaking

7. spin   appraising how it went…

just about to give the first event a go…

4. prewash
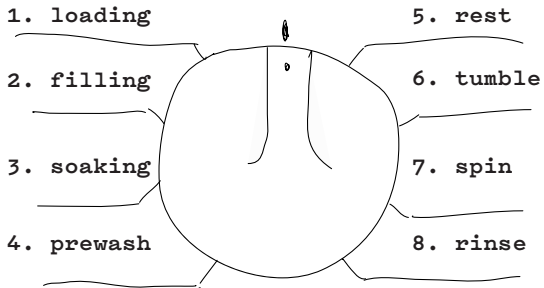
8. rinse   setting up for another cycle

8888
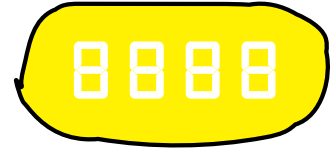
fill in cycle time in number of days

2. Set these levers to consider your *research* (the work you are engaging about) in relation to your *engagement*…

the research or project we want to engage about is…	the engagement could change the direction of the research…	what we are working on with our research is…
completely done and dusted	*a lot – the research agenda can/should change based on what is learnt*	*controversial or contentious with no community acceptance*
not yet started	*not at all – we just want to share the research*	*accepted by the public and not at all controversial*

25

4

soak + spin

DRIVERS
This section considers funding sources (e.g. mandates on scope or priority as stated in a request for proposal), self-promotion (e.g. what are the ways in which the leader or project team benefit), individual drivers and motivations, whether a given initiative serves the 'greater good' and identifying any political or institutional drivers.
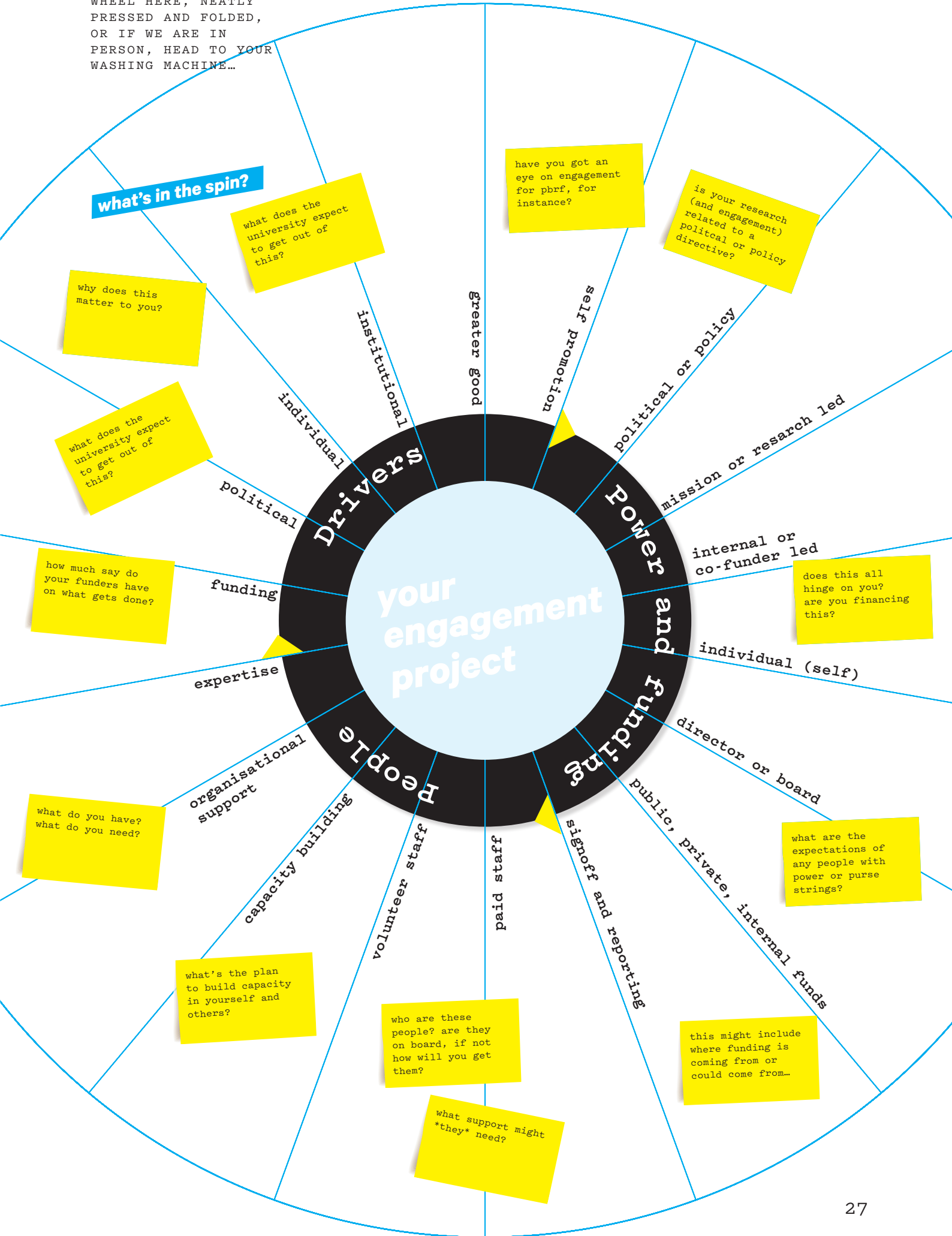
PEOPLE
This element helps to identify who is part of a given project (paid staff, volunteer staff) and how they are supported by both leader-ship and funding. It also asks what expertise is present, missing, or required, as well as identifying any organisational support mechanisms and capacity-building needs or potential.

POWER AND FUNDING
The funding element is used to articulate who has the power (self, individuals, boards, funders, managers, indigenous or tribal) and those who have influence, such as co-funders, and whether funding is public, private and/or from an internal source. It is also important for identifying if the funding has any political or policy-driven elements, or is mission or research led.

what's in the spin?

Now we're really rumbling, we want to get to grips with and articulate some of the different drivers and objectives of all parties involved in the public engagement around your research using a tool developed by Salmon & Roop (2019). This is an opportunity to become more transparent and explicit about the real goals of an activity and what 'success' looks like. You can read their paper at makinggood.design/laundromat.

Working around the circle, address each section as it relates to your project, documenting all 'first responses' onto it (scribble directly, or sticky notes are fine). Start where it feels the easiest. Continue around the wheel (linearly or randomly) until you have collected as much information as possible for each section. Some projects may not have all of the elements within each section; just considering the presence or absence of these elements is part of the intended process. It can be helpful to structure this work around a timer (e.g. seven minutes per section, so that the whole activity takes no more than 45 minutes). You can then give it some soaking time and come back to it for another whizz round…

Salmon, R. A., & Roop, H. A. (2019). Bridging the gap between science communication practice and theory: Reflecting on a decade of practitioner experience using polar outreach case studies to develop a new framework for public engagement design. Polar Record, 1-14. https://doi.org/10.1017/S0032247418000608

THERE SHOULD BE A BIG WHEEL HERE, NEATLY PRESSED AND FOLDED, OR IF WE ARE IN PERSON, HEAD TO YOUR WASHING MACHINE…

what's in the spin?

what does the university expect to get out of this?

why does this matter to you?

what does the university expect to get out of this?

how much say do your funders have on what gets done?

what do you have? what do you need?

what's the plan to build capacity in yourself and others?

who are these people? are they on board, if not how will you get them?

what support might *they* need?

have you got an eye on engagement for pbrf, for instance?

is your research (and engagement) related to a politcal or policy directive?

does this all hinge on you? are you financing this?

what are the expectations of any people with power or purse strings?

this might include where funding is coming from or could come from…

your engagement project

Drivers
greater good
institutional
individual
political
funding
expertise

Power and funding
self promotion
political or policy
mission or research led
internal or co-funder led
individual (self)
director or board
public, private, internal funds

People
organisational support
capacity building
volunteer staff
paid staff
signoff and reporting

we're steaming through!

great stuff, we're shifting the dirt! time for another check in with the laundry attendants before we move on with the cycle...
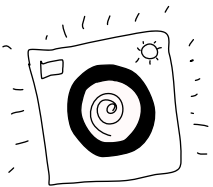
thoughts and notes

5

rinse + wring
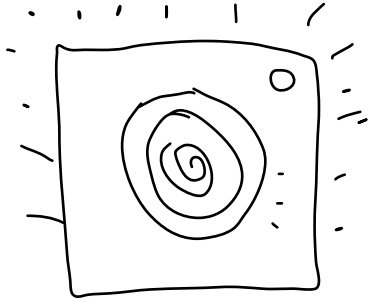
Now we want to get to grips with the audiences and messages. Who are the people you're doing this for or with? The audiences (or publics, or users, or participants… there are myriad terms that might be appropriate, so we'll stick to people for now!)

Here's the scenario: imagine you have run your first engagement event or activity, and it was a great success! The next day, the laundromat attendants are 'overhearing' while some people who attended your engagement activity rinse their socks and talk to their friend about going to your activity.

In an ideal world, what would the earwigging attendants hear?

Have a go at filling in these 'overheards' for three audiences:

Your 'primary' target audience…

This is the main group you want to reach with your engagement. When people ask 'who is it for?' this is the first group you name

a secondary audience…

This might be another key group you want to reach

and a 'secret audience'

This might be someone you know you want to be impressed - perhaps they have power or influence in some way? A politician, funder, manager, colleague, idol…? Perhaps this is a 'stealth' audience - an undeclared someone you need to engage with in order to reach someone else…

person one is...

*

Dress me UP!
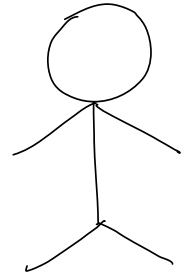
WHO AM I?

WHAT DO I KNOW ALREADY?

what do they say....

about why they went?

about the experience

about the things they learnt

person two is...

* . . . .

what do
they say....

Dress me
up!

about why
they went?

about the
experience

about the
things they
learnt

person three is...

*

. . . .

what do
they say....

Dress me
UP !

about why
they went?

about the
experience

about the
things they
learnt

5

rinse + wring
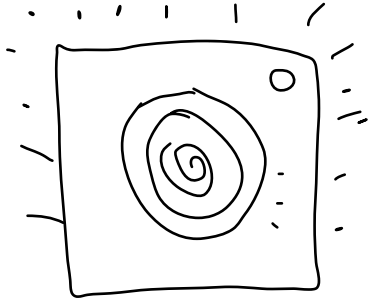
We've looked at the people and what you want them to experience, now we're going to give that another rinse, and touch a little more on the key *messages* you want those people to absorb.

Identify up to three main points that you want to get across. These could be reasons your work is important, areas of focus, or findings of your research. We'll think about these as outfits. What style would suit the values and interests of your audiences? How can you make an impression quickly? How can you make that memorable?

The AAAS Center for Public Engagement with Science and Technology suggest identifying the most important thing for your audience to know first. From there, you can add more: what goes on at each layer of your messaging? How do you bring in increasing levels of detail without relying on technical jargon? What stories, analogies or examples can help?

Have a go at identifying three key outfits, and ironing out the layers overleaf:
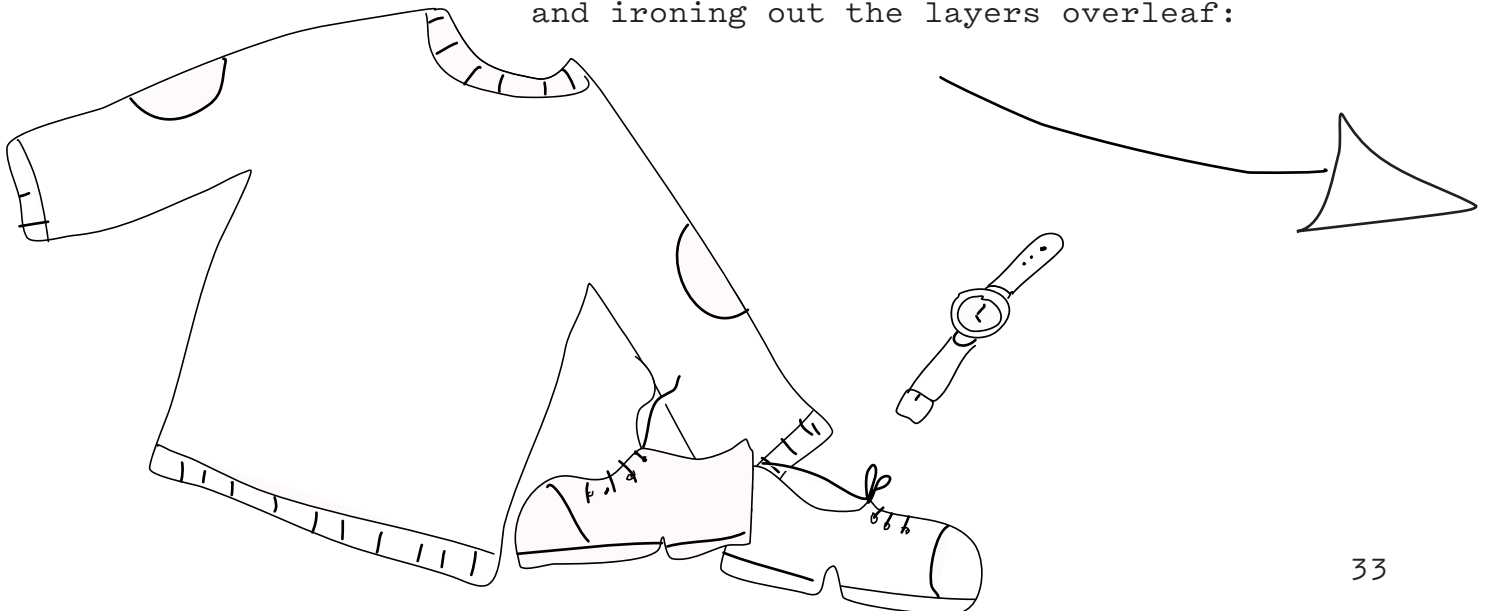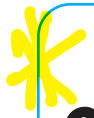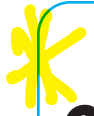
*outfit one is…

this simple message should cover off the key point you want to convey. It sets the background…

put together pieces

this is the next layer of detail. It expands on why the work might be important or interesting to the audience. It tells them why they should care…

the final flourish

this is an additional level of detail. It might touch on results or research conclusions, or expand the background for the audience…
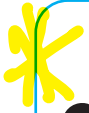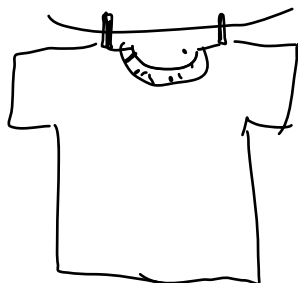
*outfit two is...

this simple message should cover off the key point you want to convey. It sets the background…

put together pieces

this is the next layer of detail. It expands on why the work might be important or interesting to the audience. It tells them why they should care…

the final flourish

this is an additional level of detail. It might touch on results or research conclusions, or expand the background for the audience…

*outfit three is…

this simple message should cover off the key point you want to convey. It sets the background…

put together pieces

this is the next layer of detail. It expands on why the work might be important or interesting to the audience. It tells them why they should care…

the final flourish

this is an additional level of detail. It might touch on results or research conclusions, or expand the background for the audience…

5

rinse + wring
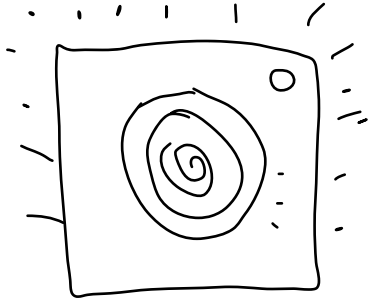
Well done, thoroughly rinsed! Take a moment
to think about ways you can find out
more about your audiences, to check the
assumptions you may have made about their
interests, level of expertise or values and
motivations. How can you hone the messages
for them? How will you test these out to
check they are working?

thoughts and notes

6

**big picture /
macro things**

**smaller detail /
micro things**

ENGAGEMENT
ONE-LINER

it's called
....
and it is…

hanging out…

At this stage, you've hung out with your thoughts for a while and you've done some rigorous rumbling. The wheel might have shifted dirt you didn't know existed; the levers might have made you think about when you're engaging and how the engagement might shape the research that you do.

You might have added things to the washing line that vary in detail: you'll have denim dungarees and silk socks, and you'll need to manage them all carefully to be successful! Now we can take a step back and try to make some priorities. Going back to your washing line, revisit the thing that you pegged out. Are they all still in the rinse or are some of them no longer clothes you want to wear? Are there things in the survey questions that have changed for you? Has the wheel washed any things to the fore that can translate to actions? Has your engagement 'one liner' changed?
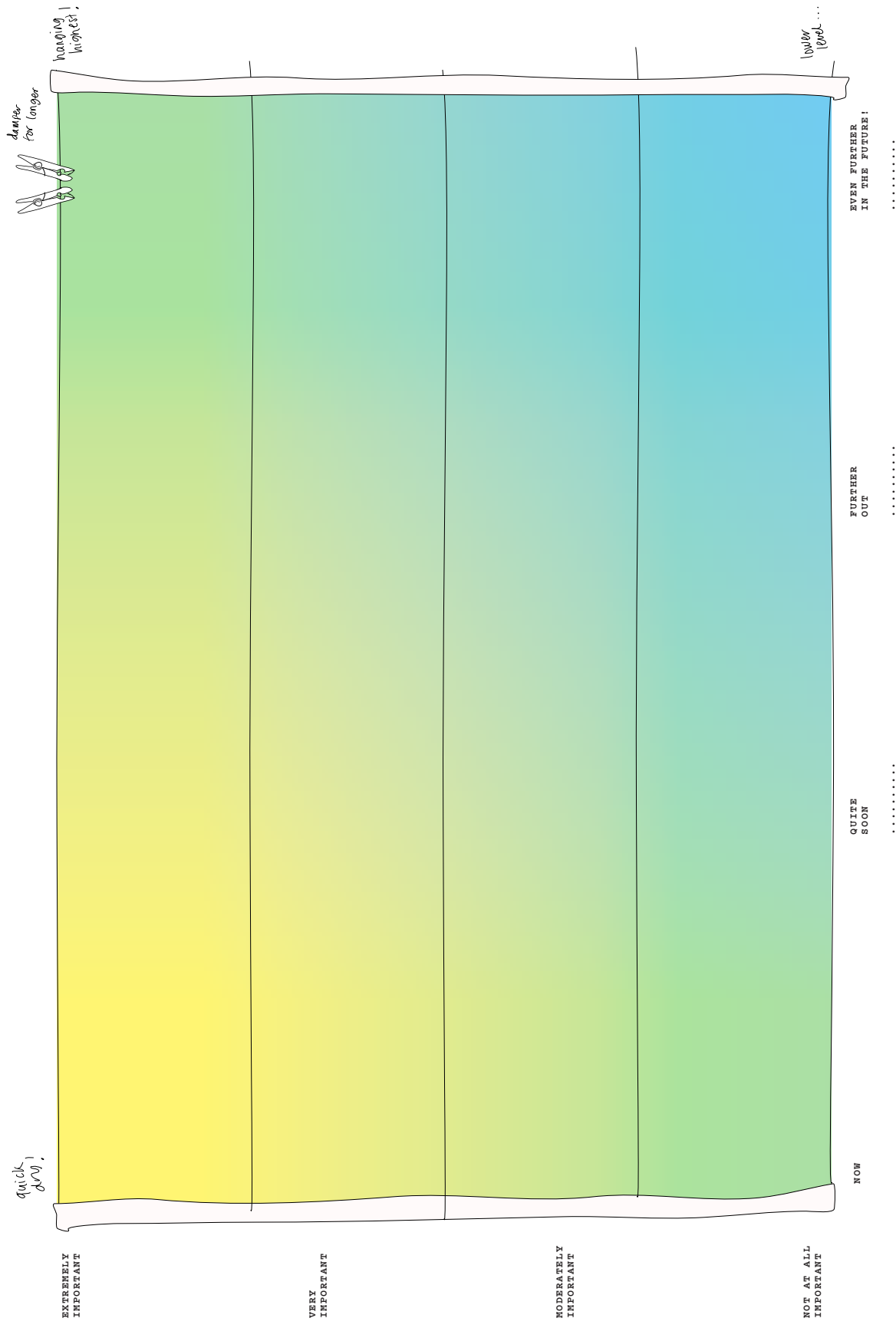
You may have things that are higher level and things that are practical steps to get there. For instance, running an event vs. booking a venue. Clearly both are important! Go through the washing line and translate anything still relevant onto yellow stickies for macro things and blue ones for micro. Then go through the rest of the workbook to pull out things that may translate to actions.

You'll find a large drying matrix enclosed. Place your stickies on the matrix depending on how important they are, and how pressing they are in terms of timing…
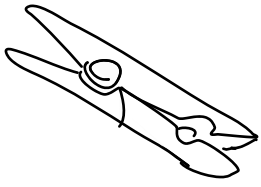
THIS WAY UP!

THERE SHOULD BE A VERSION TO
UNFOLD AND PEG UP HERE...

*YOU CAN TAILOR
THIS TIME AXIS TO
YOUR NEEDS

quick dry!

damper for longer

hanging highest!

lower level....

EXTREMELY
IMPORTANT

VERY
IMPORTANT

MODERATELY
IMPORTANT

NOT AT ALL
IMPORTANT

NOW

QUITE
SOON
....

FURTHER
OUT
....

EVEN FURTHER
IN THE FUTURE!
....

7

how's it stacking up?

We are nearing the end of the cycle! The only thing we have not ironed out is thinking about how you will evaluate the engagement. Or put another way, what would indicate impact? What are the measures of success? What metrics are there that you could count, measure or survey, or observe more informally? And how can you evaluate impact both on your audience, and on yourself and the other team members?

Flip back to the audiences, and the things that you wanted them to get from the engagement experience. Consider how these (possibly quite intangible) things could be translated into things you could measure Take another look at the wheel, and any expectations from other parties such as funders.

These metrics might include such things as gaining insight into the concerns people have about science, making connections between science and everyday life, making more informed decisions using science, or other outcomes related to your project goals. Some of these metrics may be immediate (for instance if an event was well-received), whereas some of them may need to be measured over the long term.

Have a go at documenting three impacts and/or audiences. One of these should be YOU and how you'll actively think about the impact of undertaking public engagement impacts you as a scientist or researcher…

the goal and activity is...

i'm measuring impact on... this is your audience

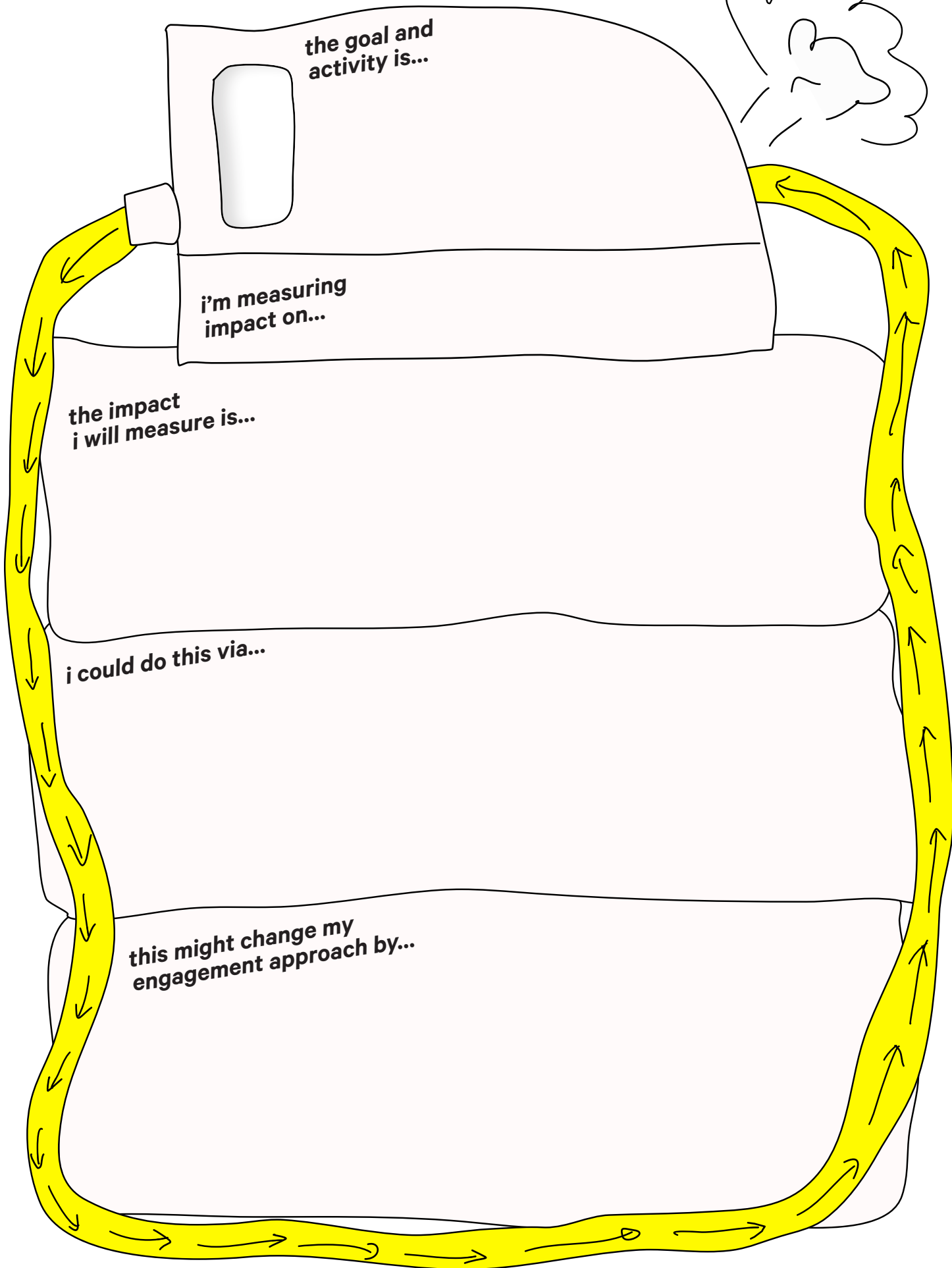**the impact i will measure is...**

the 'thing' you want to measure and the metrics you could use... — both formal and informal
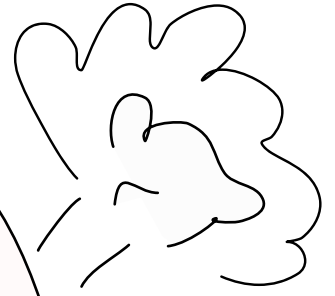
i could do this via...

the mechanism and methods you'll use...

this might change my engagement approach by...

how will you reflect and evolve what you do? can you take an iterative approach?

the goal and
activity is...

i'm measuring
impact on...

the impact
i will measure is...

i could do this via...

this might change my
engagement approach by...

the goal and
activity is...

ALL YOUR PUBLIC
ENGAGEMENT ACTIVITY

i'm measuring
impact on...

(this is you!)

the impact
i will measure is...

i could do this via...
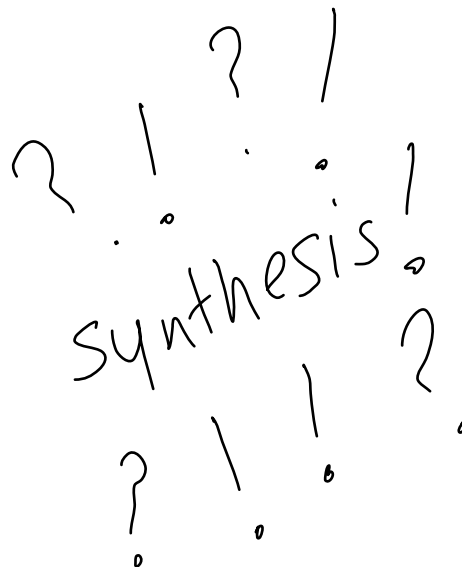
this might change my
engagement approach by...

7

pressing on...

Well done! Take a moment to check that the metrics you have identified meet the expectations of any funding bodies you might have, and that they give you the right tools to shape your engagement in future cycles.

synthesis

Now we're in the process of neatly folding everything we've learned. Ask yourself:

- What gaps exist and are there any clear weaknesses in the scope, design or team involved?

- Are there new partners or collaborators who would help strengthen this initiative?

- Are the mission and goals clear and can they be clearly evaluated or measured?

- Are the purpose, messages and audiences clear?
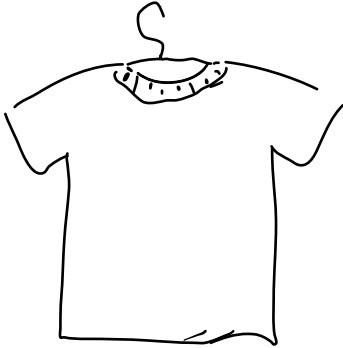
7

fold
and press

- Do the power dynamics influencing the design and execution of a project strengthen or limit the success of the project?

- Do any individuals need more acknowledgment, support or training?

- Are there processes that need to be clarified?

- What achievements can or should be celebrated?

thoughts and notes

8

ready
to wear

freshly laundered!

All being well, you're feeling fresh, bright and confident now. You should be able to spin the answers to these things off at 1200rpm:

what	**is the project called?**
who	is the target?
where	will it take place?
what	resources / people do you need to make it happen?
why	is it important?
what	are the key messages?
how	will you evaluate?

Now to put you on the spot, tell us the three tangible next steps you're going to take to move forward:

1.

2.

3.
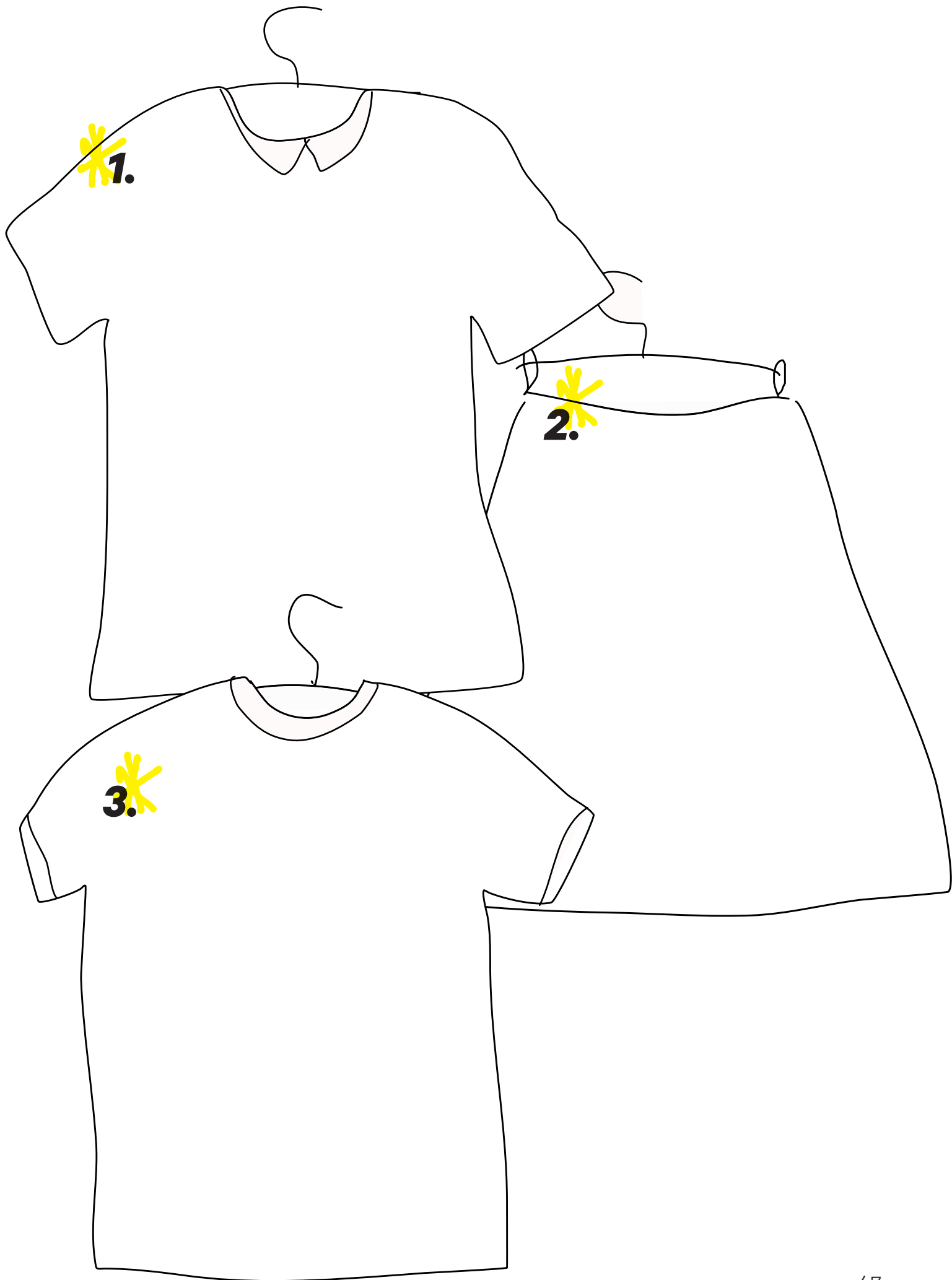
that's that cycle washed and folded! we hope this process has helped you share the load and work out how to go forward. remember, designing engagement, like washing, is never 'finished' – you might find it useful to check back in with the exercises, and us, after your first engagement. kia ora, thank you for engaging with us!

good luck!

your project freshly laundered

reading list

There are some articles that you might find
interesting available for you to download at
makinggood.design/laundromat

project ethics statement

Kia ora. We are asking for your consent to collect data that may potentially form part of a larger research project aimed at understanding and assessing scientist-led science communication in Aotearoa New Zealand, and the links between science communication theory and practice. This research is part of Jo Bailey's PhD research project, and is being conducted from the Centre for Science in Society at Victoria University of Wellington.

The 'too long: didn't read' version is, this process may produce insights useful for our wider research into science communication and engagement. If we want to present or publish anything that could identify you, you'll be provided with a draft and can veto if you wish.

Confidentiality

All data obtained from participants will be kept confidential. Laundromat information will be collected primarily for the purposes of helping you develop a strategy for their communication and engagement. Primary data will be destroyed at the conclusion of the PhD research project. This survey and the workshop form part of a wider project that has received ethical approval from Victoria University of Wellington under application 0000025554.

Participation

Participation in this laundromat is entirely voluntary. By agreeing to participate in this research, you are stating that:

– I have read the workshop information sheet explaining the research project.

– My questions have been answered to my satisfaction. I understand that I can ask further questions at any time.

I understand that:

- I may withdraw from this study at any point within two months of the interview by contacting the researcher, and any information that I have provided will be returned to me or destroyed.

- Any information I provide will be kept confidential to the researcher, supervisors and any transcriber.

- I understand that the results may be used for a PhD thesis and in informing interim publications or conference presentations.

- I understand that if the researcher wishes to quote me or name me directly I will be provided with a draft and will have the opportunity to decline.

- I understand that if the researcher wishes to name my organisation directly and this may identify me as a result, I will be provided with a draft and will have the opportunity to decline.

- I agree to take part in an audio recorded interview or workshop and documentary photography of the process, if required.

Questions about the research and your rights as a participant

If you have questions regarding this study, please contact:

Jo Bailey (PhD candidate): jo.bailey@vuw.ac.nz
Dr Rhian Salmon (supervisor): rhian.salmon@vuw.ac.nz

PLEASE SIGN HERE

you can find papers that have informed this process at... makinggood.design/laundromat