Key Questions
The workshop participants broke into 4 groups each to make up a StoryCube with ideas around the following questions:
- who is it for?
- what could it be?
- what shouldn’t it be?
- what opportunities should it offer?

The resulting discussion created a much larger pool of questions which were the basis for the questions posed to the delegates at b.TWEEN08

**Group A**
- what are your networks?
- how do you communicate without technology?
- what are reasonable and achievable expectations?
- who are the key people to engage (community gatekeepers etc)?

**Group B**
- what layers of interactions should it include?
- what levels of ‘investment’ should users have to choose?
- what levers could actively engage involvement?
- how can different groups find a common understanding of technology?

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**Introduction**

Manchester Beacon Workshop, June 2008

Giles Lane & Karen Martin

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**About the Beacons**

Co-ordinating Centre.

Beacons around the UK, and one National, across the higher education sector. These are six step-change in recognition for public engagement.

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**Crowdfunding**

different categories of relationship

local government associations have online social

network which works well.

Tool might not map, it might be similar to

your own connections are these used for this?

Can you can connect these to individuals involved in the production of knowledge?

This graph so you can follow the individuals.

Credit is it possible to find any other individuals of

www.imdb.com Maps movies into series of

installation

they can feed back into, and benefit, their old

example in the USA where colleges follow

(information project)

Greenmap, Springwatch, Frappr, Shoment

what are the precedents for this project?

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**Engagement and examples**

analogies and examples

application

online too - have a Facebook group, write a blog

go to where people are - not just offline, but

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**Extension**

Co-producing Data.

and build a database, landscapes of ideas, using

were invited to share their collective intelligence

who to do different and the public, the LMANE, the

the commission. Their suggestions were presented

outline issues, opportunities and challenges for

Manchester, ‘Twenty-and-twenty’ were invited to

knowledge and creative activity within

maps communities between people’s place and

productions, and just E. Productions facilitated a one

productions.

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**Co-Producing Centre**

est against the digital education sector. There are six

step-change in recognition for public engagement

pounds into this initiative in order to support a

Beacons for Public Engagement are universities.

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Manchester Beacon Project
University of Manchester
Manchester Metropolitan
University of Salford
Museum of Science and Industry
Manchester : Knowledge Capital
The Manchester Beacon’s activities will be shaped and informed by the creativity and dynamism of the people of Manchester and Salford to ensure that all members of the community, particularly residents from the poorest and most excluded neighborhoods, benefit from their work.

They will focus on "reaching out”, "listening to" and "learning from" local people. Their programme of activities will be delivered in partnership with a wide range of local businesses, sports clubs, cultural venues, community groups and media organisations.

Beacon Engagement Tool
Just b. and Manchester Beacon will be commissioning an online service that maps connections between people, places, knowledge and creative activity in Manchester an new tool for public engagement and knowledge transfer for Manchester.
Outdoor Inspiration

The mapping exercise was followed by breaking into small groups who were tasked to wander the streets of Manchester researching and recording evidence of the different modes in which creative activity is communicated in the city. The images captured by the groups were printed onto 20 StoryCubes over lunch and used to stimulate the main discussion of the afternoon.
Is there a role for audio, sensory stimulation? Be good to see the relationship between research in the universities and what happens out in the wider world as a result of this Find out what people are doing, who they are working with and how they might be helped. Build bridges between theory and practice Perhaps there isn’t a single solution, perhaps it’s a series of overlaid, relatively simple projects. Can we connect a number of Manchester beacons and develop projects with them? Make them magnets for other projects and communities Act as a networking tool or service to facilitate dialogue Opportunity for emergence, to touch some of the work that’s already out there.

**Challenges**
What constitutes a successful outcome from the Beacon project? Sometimes it’s useful to define what doesn’t work. Visual language carries baggage, e.g. Cornerhouse has modernist aesthetic, and this
Final Questions for b.TWEEN Story Cubes
- Who are the key people and networks that engagement tools should target?
- What makes engagement tools sustainable?
- What themes would inspire people to connect using engagement tools?
- What opportunities should engagement tools offer their participants?
- What shouldn’t engagement tools be or do?
- What are reasonable and achievable expectations for engagement tools?
- What local communities should benefit most from engagement tools?
- What kinds of links to the physical world should engagement tools have?

Understanding the context of networks
Important elements include physical location of the team building the tool, the organisational structure and the individuals involved. How could these be contextualised?

Perhaps good to think of public squares, urban space, as analogy. What would a site analysis look like?

Provide trusted intermediaries into communities
What is the economy of this network we are building? What can be moved around the system?
Knowledge is transferred / carried with people
Track the thing that gets made rather than the person who made it
Personal relationships build on professional needs. Relationships change and move on over time.

Ownership, responsibility and commitment
Question not only who is it for, but who will own it. Will universities seed and host it?

Other questions from the discussion:
- What might work?
- What themes would inspire people to connect?
- What levers could actively engage involvement?
- What levels of ‘investment’ should users have to pool of questions which were the basis for the main discussion of the afternoon.
- How do you communicate without technology?
- What opportunities should it offer?
- How do you move the platform from a closed-off silo?
- What would be the easiest achievable and most successful?
- How could you allow artefacts to be tagged by users?
- How might artefacts be viewed and used?
- How would you allow people to draw in and share?
- How might information be used after?
- How do you make artefacts available?
- How much should be spent on technology and its infrastructure?
- How much should be spent on technology and development?
- How much should be spent on technology and operation?
- How much should be spent on technology and maintenance?

Engagement and participation
Importance of trust relationships in motivating participation
What will the commitment to the project be to those involved? What is the commitment of people?
Who is the project for? How will the project contribute to people?
How will the project benefit people?
What is the expected impact of the project?
What will the project do?
What will the project provide?
What will the project achieve?
What will the project accomplish?
What will the project contribute?
What will the project provide for?
What will the project give to?
What will the project deliver?
What will the project provide for people?
What will the project provide for institutions?
What will the project provide for communities?
What will the project provide for businesses?
What will the project provide for individuals?
What will the project provide for organisations?
What will the project provide for networks?
What will the project provide for systems?
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