2019 YCCSA SUMMER SCHOLARSHIP PROJECT SUBMISSION

This form is for prospective project supervisors to submit their projects to be included in the YCCSA Summer Scholarships Programme for 2019.

It is the purpose of the YCCSA Summer School that any projects submitted are novel and interdisciplinary in nature.

Date	
Supervisors' Names and Departments / Affiliation and Contact Email	Dr Lynda Dunlop (Education) lynda.dunlop@york.ac.uk Dr Sarah West (Stockholm Environment Institute) sarah.west@york.ac.uk (during Sarah's maternity leave, Alison Dyke will support with supervision) Dr Lizzie Rushton (Institute for Research in Schools) erushton@researchinschools.org
Project Title	Citizen Science: Environment, Education and Activism
Project Description	Citizen science – the participation of the public in scientific research – typically involves the public in the collection of data or processing of large-scale datasets with a view to achieving both scientific (for the scientists) and educational (for the participants) outcomes. The extent to which participants have input into decision-making about the science varies from contributory (scientists establish research goes; participants collect data) to collaborative (participants work with scientists e.g. to refine research aims, analyse data or disseminate findings), to co-created (in which scientists and participants work together at each stage of the research project). Of the different ways in which citizen science projects are designed to engage participants, those most likely to achieve goals related to the public understanding of science are community science projects and curriculum science projects (Bonney, Phillips, Ballard and Enck, 2016). In a recent semi-systematic review of environmental citizen science projects, Roy et al. (2012) found that school children were a key audience for such projects, although these rely heavily on print material for children and teachers. We are interested in investigating environmental citizen science programmes targeting teachers and students in schools, in order to find out how they enact a co-creation approach and through this engender activism (with a specific focus on activism in relation to the Sustainable Development Goals). You will examine how these projects achieve this by reviewing literature and carrying out empirical research that bridges science, public engagement, environment and education. You will then contribute to a professional development package to be used by the Institute for Research in Schools (IRIS). IRIS (http://www.researchinschools.org) is a charitable trust that engages teachers and students in schools with cutting edge research. Although guides to developing, implementing and evaluating citizen science projects exist, these tend not to focus explicitly on involving schools and teachers. The professional development package will include materials for teachers to include training videos and supervision support in order to demonstrate how they can implement citizen science projects in their classrooms, and link them to curriculum aims. It will also include a parallel package for scientists involved in developing citizen science projects in order to share successful models for working with schools. This training resource, informed by research literature, will help build more meaningful relationships between scientists and teachers, and inform the design of citizen science projects that aim to bring about activism.

	The student involved in this project will work with academics and practitioners across disciplines (science, environment, education) and will lead to a practical output in relation to citizen science and education.
Required Skills	• *an interest in science and science communication, particularly environmental science* • *interest in understanding education/teaching experience* • *strong written and oral communication skills* • *ability to synthesise research literature* • *experience in qualitative research methods (interviews)* • *knowledge of video production*
Supervision and Collaboration Arrangements	*All supervisors will play an active role in project supervision. The Supervision will be offered on a weekly basis over the duration of the project, with annual leave staggered to ensure there is ongoing support. Additional support will be provided during key transition points in the project. Lynda will be the first point of contact in July and September, and Sarah in August. Some of these supervisions may happen over Skype or similar, particularly in the second (production) phase, which involves working with IRIS.*
Project Dates	*The summer school runs for 9 weeks, starting on Monday, 08 July 2019 and finishing on Friday, 06 September 2019.*
Other Information	*Anything that doesn't easily fit above.*
References	*Bonney, R., Phillips, T., Ballard, H., & Enck, J. (2016). Can citizen science enhance public understanding of science? Public Understanding of Science, 25(1), 2-16.* *Roy, H. E., Pocock, M. J., Preston, C. D., Roy, D. B., Savage, J., Tweddle, J. C., & Robinson, L. D. (2012). Understanding citizen science and environmental monitoring: final report on behalf of UK Environmental Observation Framework.* *http://nora.nerc.ac.uk/id/eprint/20679/1/N020679CR.pdf*

When complete, please email the form to sarah.christmas@york.ac.uk