

## Project summary sheet

Name of Garden	<b>Hortus botanicus Leiden</b>
Date	<b>5 October 2018</b>
Who was involved in the co-creation process? (from your organisation and possible co-creators)	<b>our organisation: biologist Nienke Beets, tour leader Piet Rieff, volunteer Carla Teune, student Nuala Teering, head of education Hanneke Jelles Others: artist Wieteke Opmeer, artist/scientist Rob van Es, biologist Rinny Kooi, cultural antropologist Joanna Velu, Ekoplaza (ecological supermarket), city farm 'Het Zoete Land', Velt (ecological gardening)</b>
What co-creation techniques were used in the activity?	<b>• playing a table game;tasting fruits; childrens workshop with pumpkins; presentation, boots with information, microscopes to use.</b>
What are the goals of your project?	<b>To present and share the harvest of the season, both in vegetables as in knowledge and network.</b>
Who are your co-creation partners?	<b>scientists, artists, visitors, ecological farming promoters</b>
Who are the audience for your project?	<b>people just walking in not knowing there is a science café (regular hortus visitors); people that appreciate the format science café and come back each time</b>
What aspect of food security are you exploring?	<b>harvest in general</b>
Lessons learned from planning and running this co-creation project; what would you do again, and what would you do differently?	<b>It is a busy time in the city with many events happening, so there were not that many people coming especially for this science cafe</b>
Follow up: what are the next steps in the co-creation process?	<b>plan next years science cafés in a better period.</b>

*The next section focuses exclusively on evaluation **findings/results** (i.e. on data that you collected, analysed and interpreted before, during and/or after your co-creation project), following a TBI approach to evaluation. You will probably have more than one questions per co-creation project. Please fill in one project summary sheet for each one of your TBI questions.*

1. Question	What we hoped to learn and why it was important
What is the TBI question you are trying to answer?	<p><b>Can we address all kinds of not finished lines/small subjects in one last science café?</b></p> <ul style="list-style-type: none"> <li>• Trainee Nuala Teering did some research during the science café for the development of a new tour guide for children (from 8 to 12 years). She was wondering how much knowledge children have about the Gympie Gympie (one of the most painful plants in the world) and what they would like to know about the plant. The Glycyrrhiza glabra (liquorice) also appears in the hiking guide. She tested if a piece of liquorice would be a nice present after the walk.</li> </ul>
Why is it important for you to answer these questions?	<b>this is the last larger public event in the Big Picnic series of science cafes, so we want as much as possible that all that is of value is stored in some way - we want to harvest.</b>
2. Investigate	How we answered our questions
What are the start and end dates of your evaluation study?	<b>5 october 2018, start 14.00 end 17.000</b>
Who are you going to collect data from?	<b>visitors having given their permission on this</b>
How are you planning to collect data?	<b>paper questionnaires (the general questionnaire of the project, result has been uploaded). informal data collection (watching, listening, talking in a not structured way)</b>
What type of data are you collecting? [Quantitative, qualitative]	<b>the questionnaire has both</b>
How do you plan to analyse the data?	<b>translate the dutch part, upload the scans (has been done)</b>
3. Reflect	What we found out
Summary of the data [	<ul style="list-style-type: none"> <li>• <b>The questionnaire is difficult to fill in, you have to persuade people to go through all the questions.</b></li> <li>• Nuala questioned six children and three parents. Three of the six children fell within the target group and the other three were younger. The parents and the children had never heard of the Gympie Gympie before. The children wanted to know how painful</li> </ul>

	the plant can be, how big it could become and where the plant came from.
The most important patterns and findings that emerged from the analysis of the data	<p><b>The format of science cafes is appreciated and a good way to exchange information. A questionnaire is not.</b></p> <p>Nuala's findings: All children knew what liquorice was, but they had never seen the plant itself. The children and the parents liked the idea of giving liquorice as a present.</p>
<b>4. Improve</b>	<b>How we changed our practice</b>
How did your group respond or plans to respond to the evaluation findings	<b>questionnaire, translate and upload. Personal findings: we plan to have an evaluation of the project at 20 November 2018</b>
What worked well with your TBI evaluation	<b>We did not do it now, but in the whole series, the tracking studies were valuable in the beginning when we finetuned the concept; the audio interviews are very valuable. We are trying to make a podcast review on the project using these audio interviews, and we used them for the exhibition. The nice thing about audio interviews is that you can go back to them again, when you have new questions/are looking for new information.</b>
From what you observed, what about the TBI evaluation didn't work as well?	<b>For the last science cafes I did not have many people available to observe; you need two hostesses, someone helping the presenters etc. And, you plan a science café on a day that is suitable for visitors, and in most case that day isn't suitable for staff. Like friday afternoon many colleagues are off.</b>
Any other reflections on the findings or the evaluation process (e.g., other strategies to try, interesting visitor comments, group specific issues)?	<b>Maybe in a next project, the audio interviews can be made the main evaluation tool, and help can be given in how to etc.</b>
Recommendations for others based on your findings	<b>Maybe 4 Science cafes a year is too many, as you won't find 4 perfect dates. We go back to two.</b>
Ideas for future TBI studies (what questions you would like to answer next?)	<b>We plan to organise science cafes in all Dutch botanical gardens next</b>

autumn (2019), on different dates  
(depending on local activities).













