

- **No.55**
- **New approaches to evaluating Science Shop projects**

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- **Abstract:**

- This roundtable will include the following contributions. The proposers are open to suggestions of adding related individual contributions. **MODELS OF EVALUATION AND SELF-EVALUATION** (Diana Kaiser, Dublin City University, Ireland) This presentation introduces the need to apply an appropriate framework for the success of an evaluation. It outlines factors to consider when assessing and applying an evaluation model for public engagement projects. It presents different models of project evaluation and their basic characteristics, strengths and weaknesses. The main differences of self-evaluation, internal, independent and external evaluation are examined. The conditions for effective self-evaluation, its potential drawbacks and its influence on ethics and standards are all discussed. **DEVELOPING INDICATORS FOR EVALUATION OF PUBLIC ENGAGED RESEARCH** (Andrea Vargiu, Università degli Studi di Sassari, Italy) This presentation will deal with evaluation of Public Engaged Research by reference to work in the PERARES project (Public Engagement of Research and Research Engagement with Society), funded under the 7th European Framework Programme. A short introduction on the aims of such work will be followed by the discussion of the main objectives of evaluation of PER in given time-frames. The PERARES study identified a possible set of indicators and properties that could be empirically observed. The operational criteria selected for evaluation of PER activities of science shops will be presented for discussion. **THE SOCIAL VALUE OF SCIENCE SHOPS: A COST-BENEFIT ANALYSIS** (Esther Boere and WimHeijman, Wageningen University, Netherlands) We outline a study to evaluate the economic efficiency of science shops with the help of a cost-benefit analysis. Three cases are analyzed; the science shops of Wageningen, Brussels and Eindhoven. We compared the science shops according to two views on their next-best alternative; firstly professional consultancy bureaus; secondly, assuming that without science shops, students and clients would find each other via market demand and supply. After investigation it appears that under the normal assumptions for applying cost-benefit analysis the science shops showed positive net social benefits. **TESTING TEMPLATES FOR SELF-EVALUATION** (Henny van der Windt, University of Groningen, Netherlands) Four templates have been prepared in the PERARES project for self-evaluation of science shop initiatives at early, mid-point, end-point and post-project stages. These have been revised through consultation and piloting with science shops and similar organisations. This presentation will report on the process of development and testing and outline the templates for discussion.