

	<p>set the framework to kickstart our storytelling session, as it will briefly point out the need for change that is at the base of any story.</p> <p>We will then present the different stages of the process through which the curriculum design progressively evolved till its present shape. This will be done by referring to the progressive concatenation of three different projects, respectively named PERARES – Public Engagement with Research and Research Engagement with Society, EnRRICH – Enhancing Responsible Research and Innovation through Curricula in Higher education, and K4C – Knowledge for Change.</p> <p>At each turning point of the story we will point out emerging challenges, so that, at the end of the presentation, we will be able to share some of the lessons learned with the public.</p>
1312.0024	<p><b>(C1042) ARTS-BASED SESSION: Pigeons in the City -Counting feral pigeons as means to engage school children in life sciences; Vivian Goerlich, Utrecht University, Faculty of Veterinary Medicine, Netherlands.</b> With Wouter Schaake, Academie Tien Utrecht; Myrthe van Dijk, Academie Tien Utrecht; Charlotte Gentenaar, Universiteitsmuseum Utrecht – UMU; Rebecca Nordquist, Utrecht University, The Netherlands</p> <p>Children living in cities have little concept of nature, despite the abundance of wildlife in the urban environment. To motivate school children to experience and appreciate urban nature, we set up a Citizen Science project together with the Utrecht school Academy Tien and the Universiteitsmuseum Utrecht – UMU (<a href="https://www.uu.nl/nieuws/duiven-tellen-voor-de-wetenschap">https://www.uu.nl/nieuws/duiven-tellen-voor-de-wetenschap</a>). In this project, after learning about the biology of feral pigeons, the school children are asked to think up a research question concerning the birds. They then go out into the city to gather data with which to answer their research question. By sharing results and experiences with classmates and teachers, the children are familiarized with the scientific method. Apart from teaching children about empirical research, this project further serves to collect data on urban pigeon populations for long-term research. We also aim to assess whether our project enhances the appreciation of participants for the feral pigeon and urban wildlife in general.</p> <p>Feral pigeons are very suitable for introducing young people to the various aspects of the human-animal relationship, given their worldwide presence in urban areas and the highly divergent public opinions toward them. To test whether this project affects attitude towards feral pigeons students were asked to fill in a short questionnaire (Animal Attitude Scale) prior and subsequent to the project.</p> <p>We believe that this project inspires students and researchers alike. The students actively engage in research and explore their city through the lens of scientific inquiry. Conversely, getting to know children’s attitudes and view of the world may inspire researchers to think outside conventions. In a world where humans and animals live closely together, expanding knowledge on human-animal relationships is fundamental to a respectful coexistence with nature.</p> <p>At the Living Knowledge conference, we would like to present our observations and various results from both the UMU online module (<a href="https://www.lessonup.com/nl/channel/umu/lesson/EDJwHDDHM69GMevY5">https://www.lessonup.com/nl/channel/umu/lesson/EDJwHDDHM69GMevY5</a>) and the physical module at Academie Tien. For a more immersive experience, we would like to engage conference participants in a short round of counting pigeons. With use of an interactive voting tool (Wooclap) we would further like to test whether there are similar changes in attitude towards feral pigeons in conference participants as in our student populations.</p>