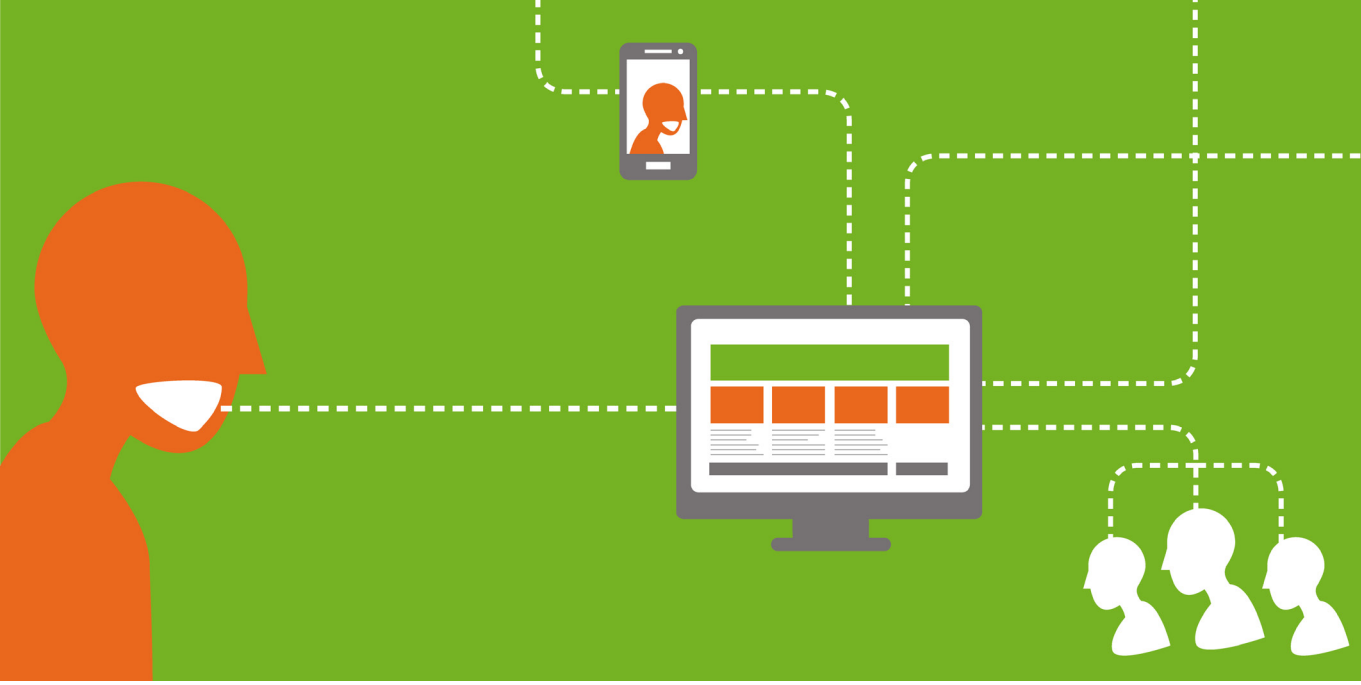

SCoRE'17

Science Communication for Researchers in Education

Course evaluation booklet

Title
SCoRE'17 – Science Communication for Researchers in Education:
Course evaluation booklet

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EVALUATION OF SCoRE'17

The evaluation of SCoRE'17 was conducted through a survey technique - a questionnaire was filled out by all participants (students, keynote speakers, organizing committee and scientific committee members).

The questionnaire was anonymous.
(http://questionarios.ua.pt/index.php/124664/lang-en)

I. PERSONAL INFORMATION

Institution and country

A total of 24 participants completed the evaluation questionnaire. The majority were **Portuguese**, particularly from the host institution, the **University of Aveiro**. Three participants came from other European countries.

x21 PORTUGAL

16x University of Aveiro

3x NOVA University

1x Botanic Garden of the University of Coimbra

1x Science Museum of the University of Coimbra

x1 UK

Sheffield Hallam University

x1 SPAIN

University of Navarra

x1 ESTONIA

University of Tartu

Graphic 1. Institution and country of origin.

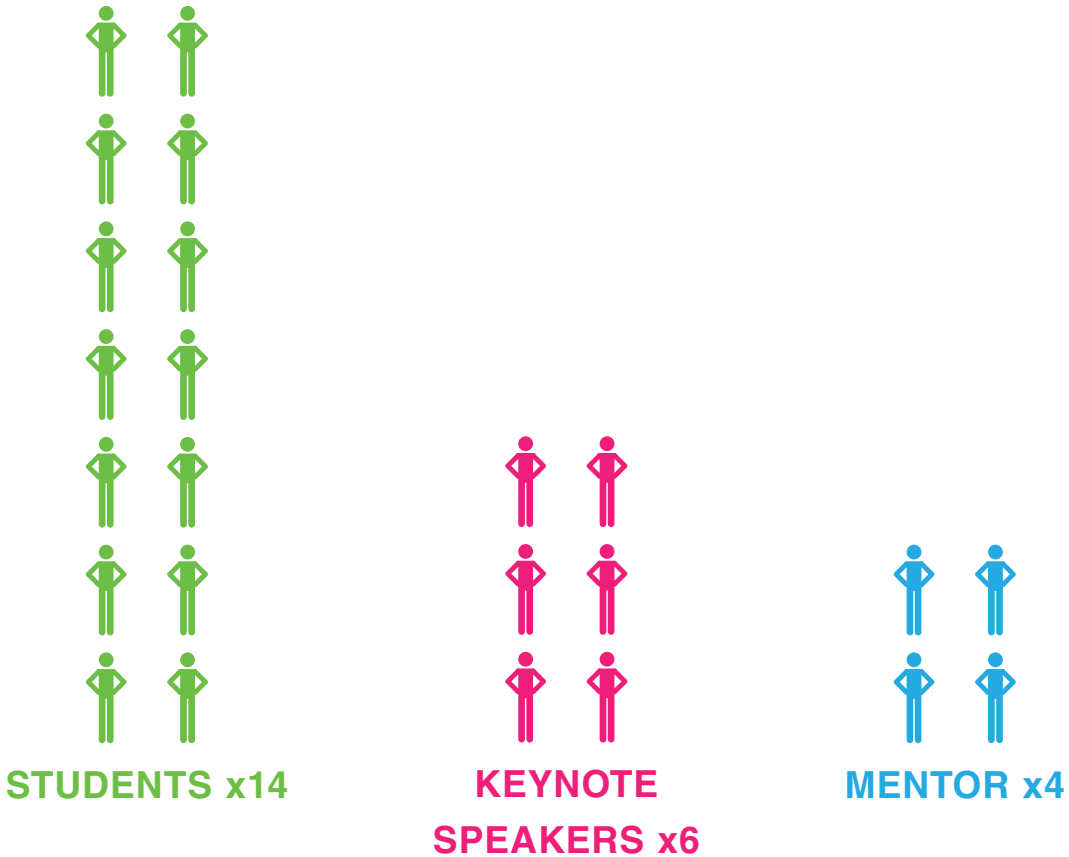
I. PERSONAL INFORMATION:
Participants' roles

The respondents played different roles in SCoRE'17. There were:

- 14 students
  (researchers in Education whose main aim was to learn how they could effectively communicate their research);

- 6 keynote speakers
  (guest participants invited to share their expertise in the area of Science Communication);

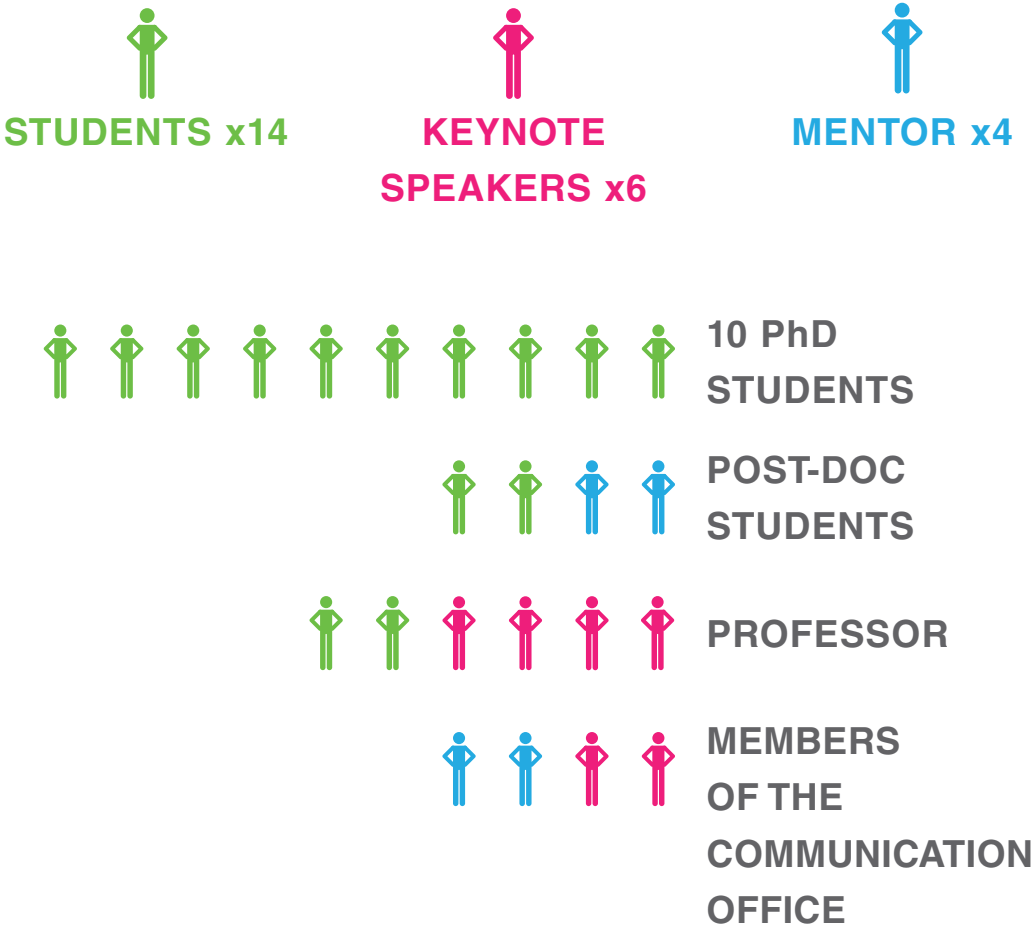
- 4 mentors
  (participants assigned to help SCoRE's students to connect the information presented in the different lectures and to develop the course's required tasks).



Graphic 2. Participants' roles

I. PERSONAL INFORMATION:
Professional categories

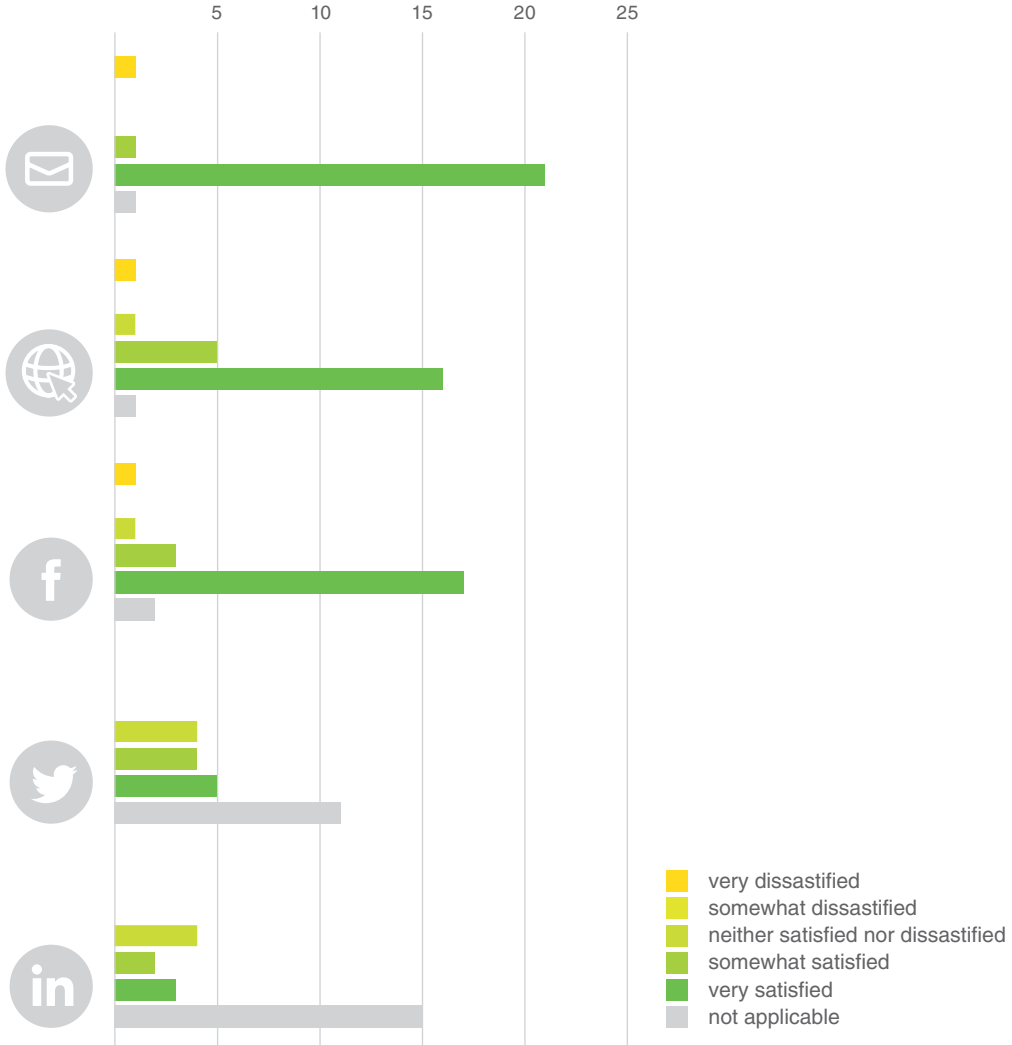
Most respondents were **PhD students**, but there were also **professors** (six), **post-doc researchers** (four) and **members of the communication office** (four).



Graphic 3. Participants' professional categories.

II. PERCEPTIONS ABOUT SCoRE' 2017: Promotion strategies

Regarding SCoRE's communication channels, the participants were very satisfied with the **email**, **website** and **Facebook**. **Twitter** and **LinkedIn** seem to have had less impact, as many respondents selected the option **not applicable**. Nevertheless, the majority stated to had become aware of SCoRE through the Organizing Committee (fifteen).



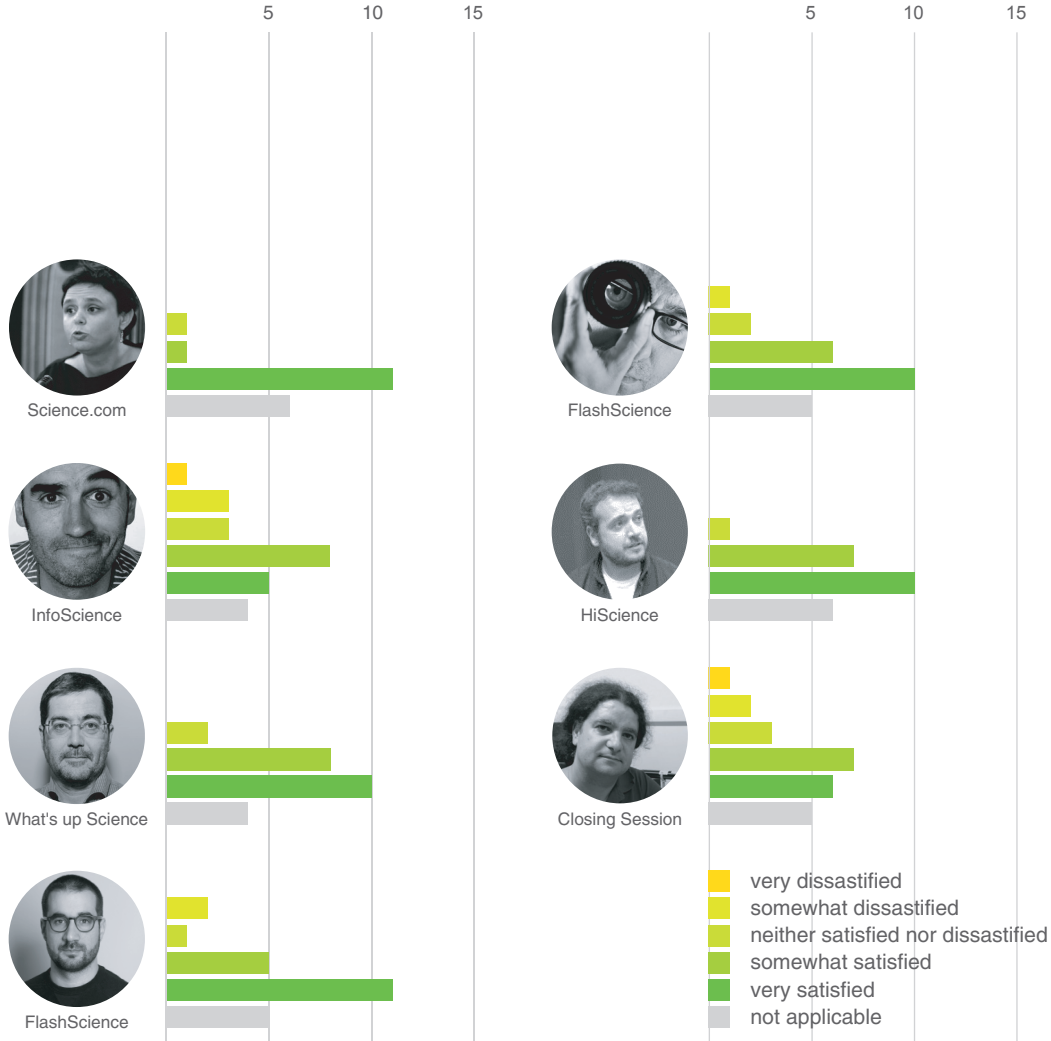
Graph 1. Satisfaction with SCoRE's communication channels.

II. PERCEPTIONS ABOUT SCoRE'17: Scientific component

Overall, SCoRE's lectures were considered very satisfying. The most appreciated session was **Science.com**.

As far as the scientific component is concerned, it is important to say that the majority of respondents claim to be very satisfied with the scientific accuracy and the programme structure of SCoRE.

The learning and assessement methodology divided respondentes between somewhat satisfied and very satisfied.



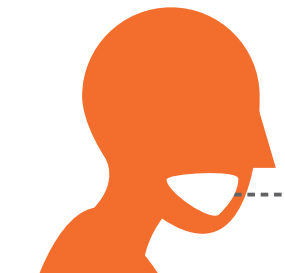
Graph 2. Satisfaction with SCoRE's sessions.

For future editions
(based on comments and suggestions)

More time for workshops/practical and less for theory

"More practical activities were needed as well as time for debate during the session of communications...time devoted to lecturing is always exceeding the real goals of training courses!!" (61)

"...more time for practical work and less for theory" (62)



Lectures and workshops really foccused on the target group

“I think that the sessions/lectures could have been more related to the area of education” (52)

“... you may even try to collect questions from participants before the sessions so that the discussions are more targeted to addressing specific issues” (65)

More time with the keynote speakers

“... if possible engaging more the keynotes during the week” (38)

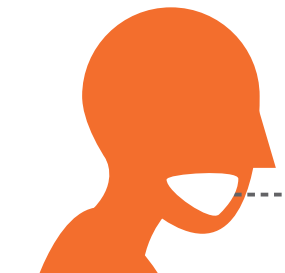
“It would be of major importance to have feedback from each lecturer on our product.” (70)

Specific training to speak in public

"...it would be helpful to have also some contact with stage techniques (eg. how to work the stage space, voice techniques, body awareness) and some introduction to visual literacy" (38)

"In future editions, there should be a session to train the participants to speak in public." (68)

"There was a lack of training on posture, oral communication and non academic text structure/context besides press release. " (69)



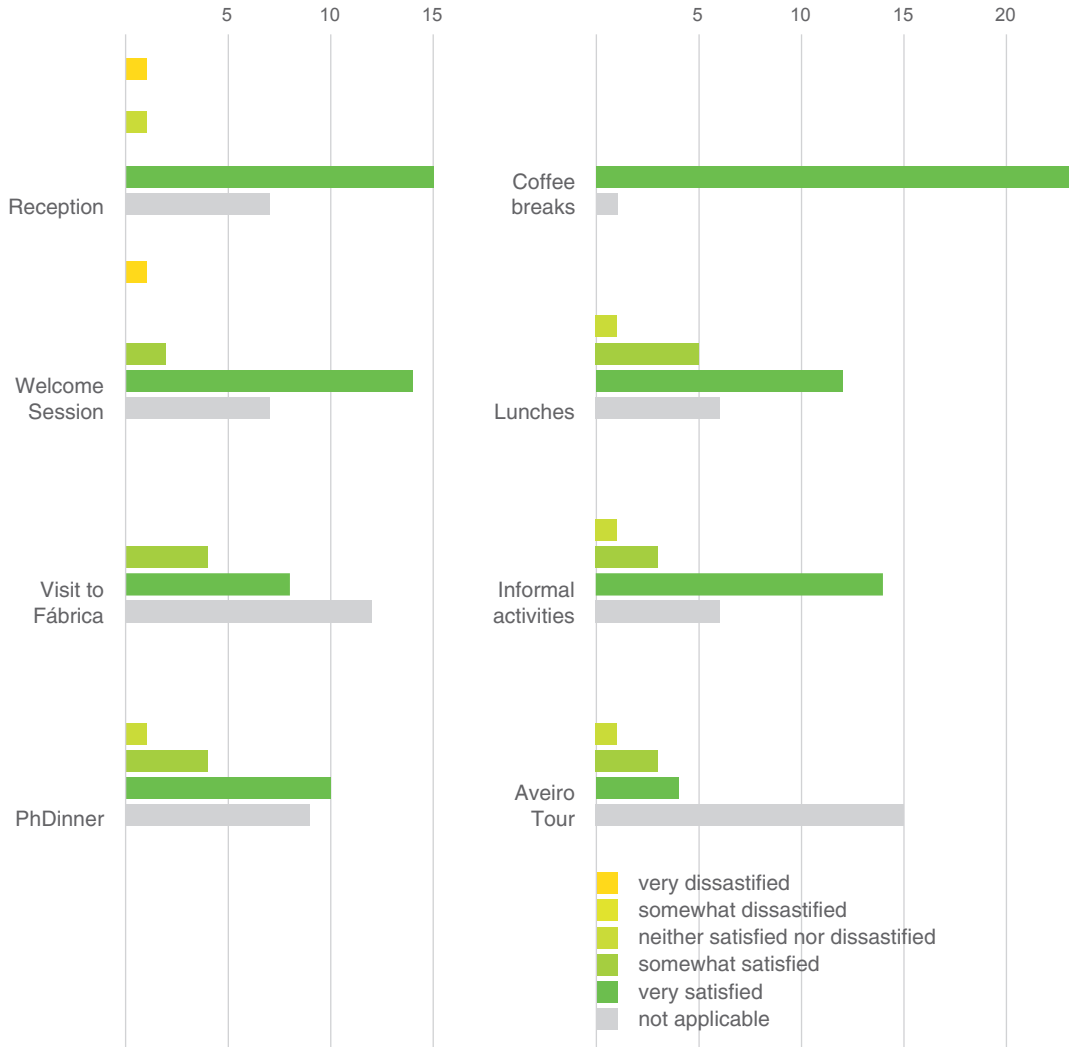
Rethink the closing session

“.. the format of the evaluation in the clossing session should be the same structure, time and type of comments for all the projects presentations and focused in the outcomes achivement of Score to improve the initial presentation of the project, the incomes of communcation tools achieved, not the type, content, interess or use of the projects.” (62)

“.. we could have more directed feedback on aspects of oral presentation.” (65)

II. PERCEPTIONS ABOUT SCoRE'17: Social component

Overall, the respondents were very satisfyed with SCoRE's social component, namelly the **coffee breaks**, the **informal activities** and the **welcome session**.



Graph 3. Satisfaction with SCoRE's activities.

For future editions
(based on comments and suggestions)

Rethink coffee break and lunch

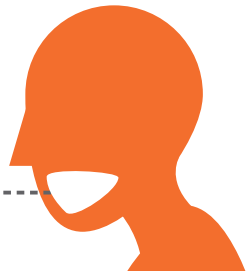
“Rethink the time given to coffee breaks and lunches... is it not too much the time spent in “just eating”, considering that we could “eat and work” at the same time?!?” (61)

“Lunch was very far away from the fábrica...” (70)

Invest on more social moments during the week

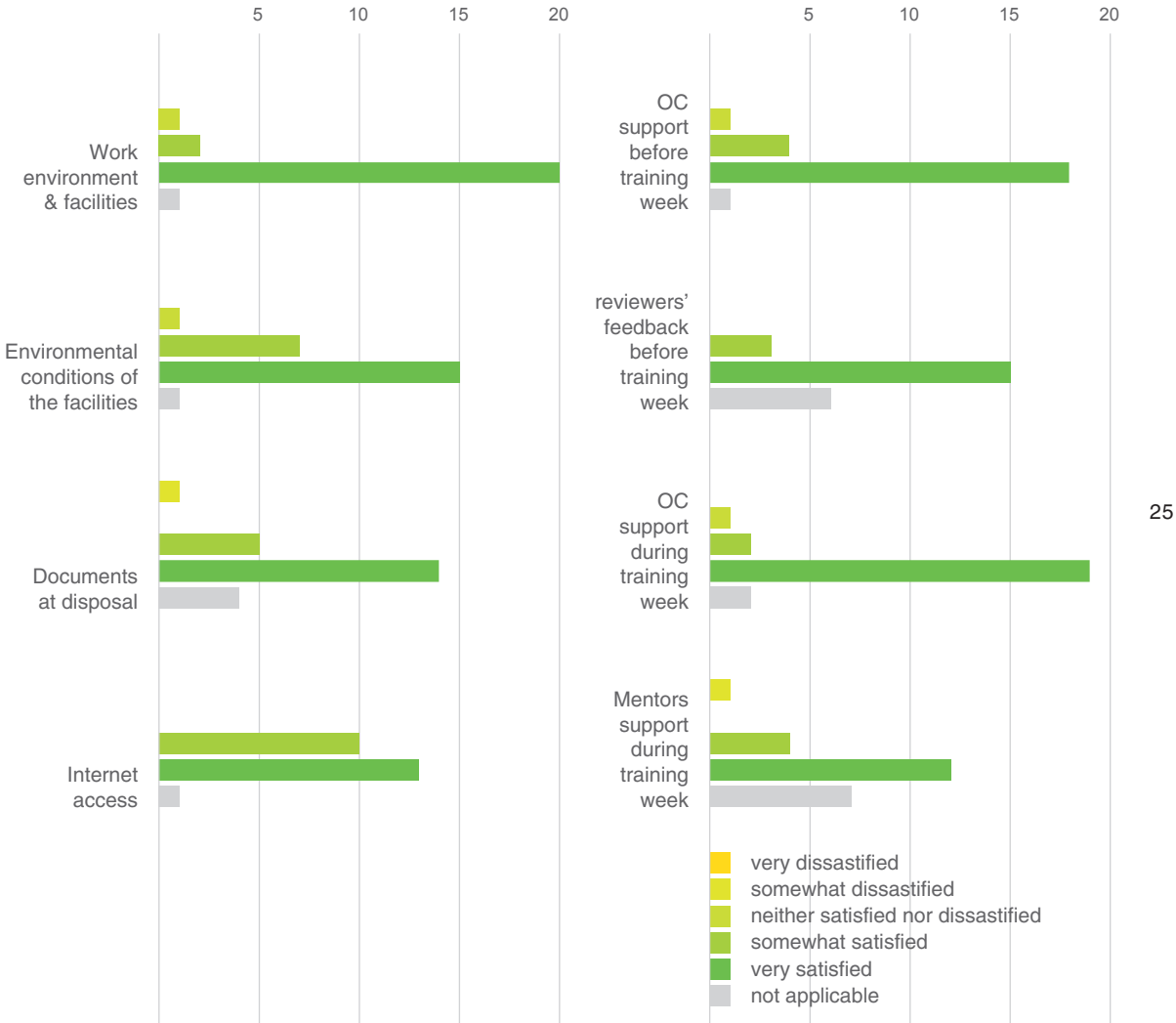
“... the second social moment should be in the middle of the week and not in the very end of it. also, in some way, having other informal social moments would be very good for networking” (38)

“More social links daily with all participants” (62)



II. PERCEPTIONS ABOUT SCoRE'17: Organizational component

Overall, the respondents were satisfyed with SCoRE's organization. The most appreciated aspects were the **work environment and facilities**, although the **support** given by the Organizing Committee (OC), both **before** and **during the training week**, was also very valued.



Graph 4. Satisfaction with SCoRE's organizational component.

For future editions
(based on comments and suggestions)

Keep up investing in organization

“Really well organized, awesome support and reception.” (59)

“A training kit (the learning materials, presentations, book suggestions) should be provided during the sessions in a digital platform.” (69)

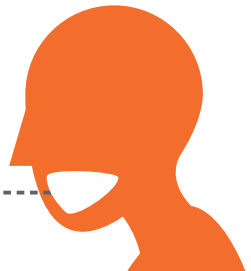
Be careful with the timetable

“It was really well organised. In future I can only advice for a more strict timetable or a closer lunch location.” (38)

“.. more pontuality in the begining of sessions.” (62)

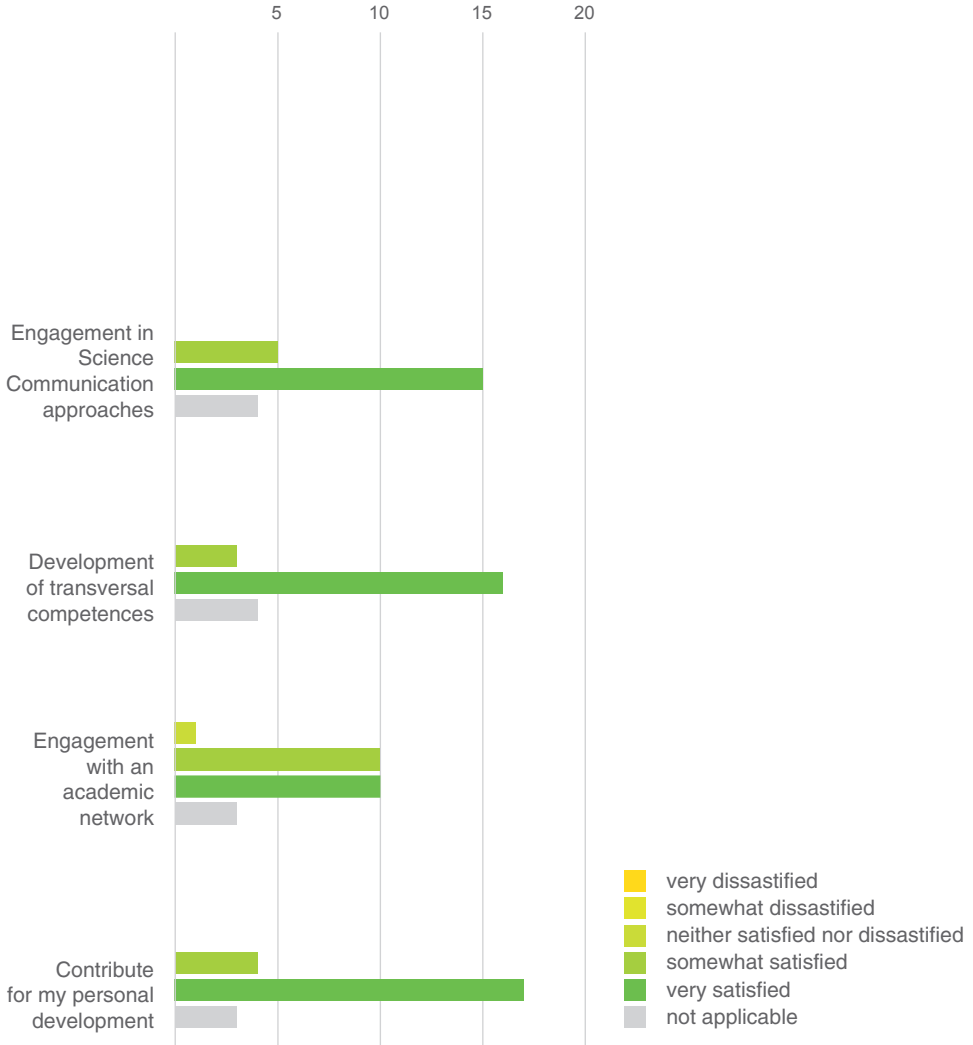
Rethink mentoring

“It was difficult for the mentors to provide support in all the areas adequately. I wonder if there would be opportunity for cross department collaboration so that some of the mentors could be the students who are in courses involved with some of the aspects in their every day learning (e.g videos, graphics etc).” (38)

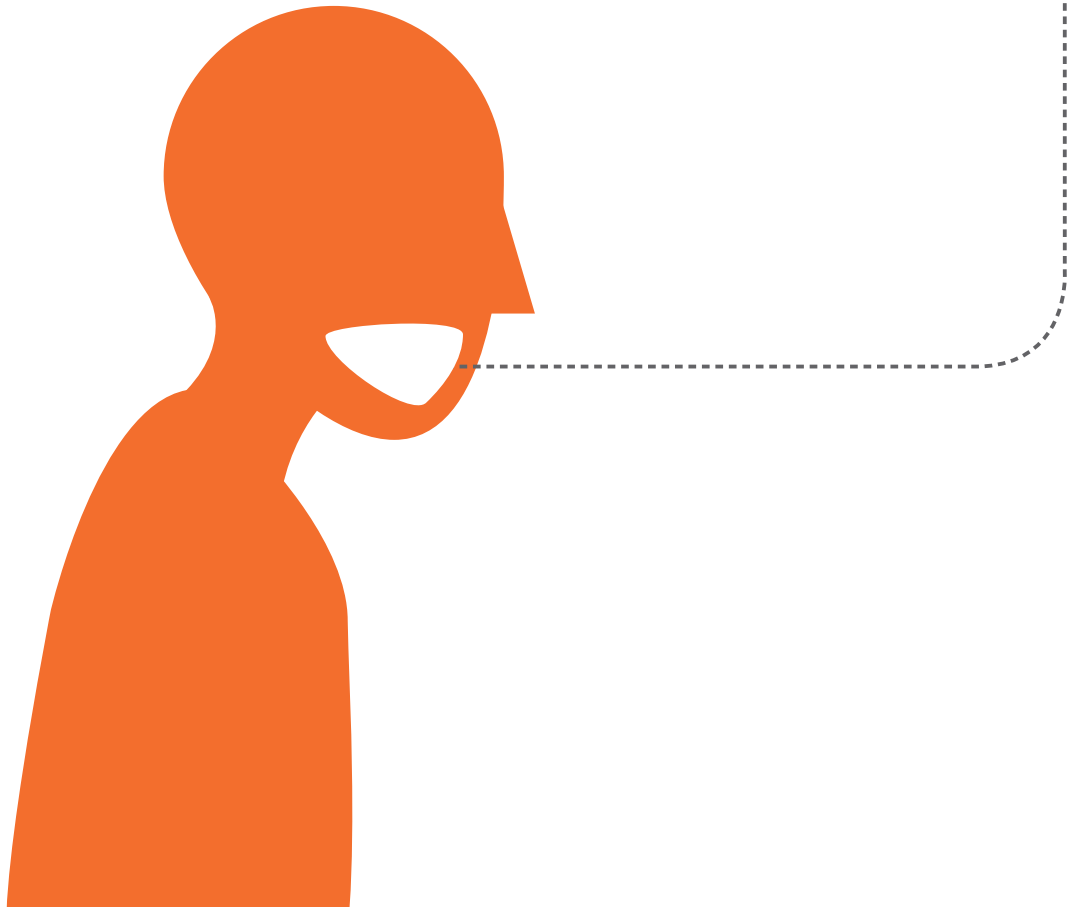


II. PERCEPTIONS ABOUT SCoRE'17: Academic relevance

The respondents considered SCoRE's academic relevance very satisfying, as it was acknowledged as contributing particularly to their **personal development** and **engagement in science communication approaches**.



Graph 5. Satisfaction with SCoRE's academic relevance.



III. FOR FUTURE EDITIONS: the motivational speech

“Keep up! It was great!” (44)

“Really well organized, awesome support and reception.” (59)

“Keep up with the fabulous coffee breaks. Thank you so much Carla!” (44)

“Keep Scoring for the next years!” (64)

This work is financially supported by National Funds through FCT – Fundação para a Ciência e a Tecnologia, I.P., under the project UID/CED/00194/2013.