# WP4

# PARTICIPATORY ACTIVITY FOR THE EVALUATION DESIGN: PRELIMINARY PROPOSAL

|  |  |
| --- | --- |
| Duration | 30-35 minutes |
| Number of participants | 15  |
| Number or facilitators | Preferably 2 (one person facilitates and the other collects data) |
| Implementation | In each school, during WP2 explorative workshop with students, preferably at the end of the first session |

*Objectives of the activity:*

* To involve the students in the design of the assessment process
* To include criteria and indicators that they consider important in the assessment of the impact of the project

*Focus of the activity:*

Key aspects that motivate participants to get engaged and to actively participate in science-related activities.

*Materials required:*

* Roll paper
* Post-its of two different colours (one for each question; minimum 8x13 cm)
* Color tape (for the barometer)
* Video camera and/or audio recorder
* Power point presentation with the two questions.

*Activity description:*

**5’ Introduction to the activity**

* Introduction to the activity: why are we doing this? Context guidelines:

As you know, PERFORM is a project that wants to change the way science is taught, learnt and communicated. We want to make science activities more interesting and motivating. Because of that, we are interested in looking at what happens through this project and in the opinions and feelings of the people participating on it; that is, you! For that reason, we will develop a research all through the process, that allow us identify the things that work and communicate them to other people, and also change those aspects that need to be improved. A team from the university in Barcelona will be in charge of it and we will help them.

Participation is very important in PERFORM and also in this research. We want this project to be everyone’s project. That’s why we would like you to be part of the research design too, and give your opinion since the very beginning. We will now develop an activity so we can explore together what is important for you.

* Split the group into 5 subgroups of 3 people each (could be through a small quick game or guideline).

**15’ Exploration of questions**

* Show the power point with the questions.

***1st question:*** *When you are participating in a science-related activity (that is, a science class or science lab at school, or a science activity in a museum, in a festival, etc.) what are the things you like about it, if any?* (5-10 minutes)

***2nd question:*** *If you were to design a scientific activity for your classmates, how would you do it to make sure to engage them?* (5-10 minutes)

* Explain the activity: “In groups, discuss around these two questions and write down in post-it’s the aspects you identify as important (one post-it for each idea). You have around 5-10 minutes to discuss each question.”

During small group discussions, facilitators will rotate in each subgroup to ensure the discussion flows and to facilitate any information/support required by participants.

**15’ Sharing of the key aspects identified by the students and ‘group barometer’**

* Ask each group for sharing their conclusions by posting their post-its in a collective mural (e.g., on the roll paper) and briefly sharing the conversation they had on each question. Collect notes on each group’s comments and reactions (see attached data collection table).
* Read to the students all the post-its while organizing them in clusters or dimensions according to their meanings (e.g., enjoyment, knowledge acquisition, collaboration and participation, interaction with scientists, etc.). Invite participants to add whatever they find is missing. Collect notes on the resultant dimensions.
* Additionally, each dimension will be explored in terms of support or importance given by participants, through the technique of the barometer. Draw a line in the floor with colour tape representing a degree with three marks: ‘very important’, ‘important’, and ‘not important’. Ask students to place themselves along the line, according to the importance they give to each dimension in the context of science learning. Collect notes on the number of students placed in each mark for each dimension (scores).

*Data collection*

Data will be mostly gathered from the dialogues while sharing the collective mural, the post-its and participants’ positions in the barometer.

After the workshop, facilitators will also provide their impressions and comments about the implementation, based on observations. So please collect the roll paper with the post-its organized according to the resultant dimensions and fill the Excel data collection sheets provided (see tables below). Please send by email to WP4 researchers (María Heras):

* The data collection sheet for each activity
* Audio or videos of each activity
* Pictures of the roll paper with the post-its

We recommend you to fill in the data collection tables preferably during the activity (by one of the facilitators in charge of it), to get as much raw data as you can, and then, refine it after the workshop with the observations of both facilitators (and audio/video recordings when needed).

|  |
| --- |
| *Basic information*  |
| Workshop name |  |
| Facilitator/s  |  |
| Date & time |  |
| Teacher attending (if any) |  |
| Number of participant students | Total: |
| Boys: Girls: |
| Students’ age |  |
| Name of the school |  |
| Socio-Economic level |  |
| Duration of the activity |  |

|  |  |  |
| --- | --- | --- |
| Activity | Students’ responses | Facilitators’ observations |
| Post-its of the 1rst questions (all groups) | *Please write down here the content of each post-it related to the 1rst question for all groups* |  |
| Discussion of the 1rst question | *Include here students’ comments related to their answers to the 1rst question when writing and posting the post-its* |  |
| Post-its of the 2nd question (all groups) | *Write down here the content of each post-it related to the 2nd question for all groups* |  |
| Discussion of the 2nd question | *Include here students’ comments related to their answers to the 2nd question when writing and posting the post-its* |  |
| Resultant dimensions | *Include here the content of post-its related to each of the dimensions identified by the facilitators*Dimension 1:Post-its: |  |
| Dimension 2:Post-its: |  |
| Dimension 3:Post-its: |  |
| Dimension *n*:Post-its: |  |
| Comments to the dimensions | *Include here students’ comments related to the resultant dimensions* |  |
| Barometer | *Include here the scores (number of students) assigned to each dimension*Score dimension 1:Score dimension 2:Score dimension 3:... |  |
| Other relevant observations about the development of the activity *(e.g. mood of the group and reception of the activity, contextual particularities, any unexpected event)*: |