# WP4

# PARTICIPATORY ACTIVITY FOR THE EVALUATION DESIGN: PRELIMINARY PROPOSAL

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| Duration | 30-35 minutes |
| Number of participants | 15 |
| Number or facilitators | 1-2 |
| Implementation | WP2 Explorative workshop with students, at the end of the first/second session |

*Objectives of the activity:*

* To involve the students in 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.

*Activity description:*

**5’ Introduction to the activity**

* Introduction to the activity: why are we doing this? (WP4 leaders will give you specific guidelines)
* Split the group into 5 subgroups of 3 people each (could be through a small quick game or guideline).

**15’ Exploration of questions**

Discussion in groups of three, around two questions posed by the facilitators. Each question will be posed at a time and participants will have around 7-10 minutes to discuss it with their mates. As they discuss, they will write down in post-it’s the aspects they identify as important.

***1st question:*** *When you are participating in a science-related activity, what are the things you like about it?/ What things make you like the activity?* (5-8 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?* (10-7 minutes)

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

* Each subgroup will share their conclusions by posting their post-its in a collective mural and briefly sharing the conversation they had.
* Facilitators will then read to the group the post-its and will organize them in clusters or dimensions. Participants will have the chance to add whatever they find is missing.
* Additionally, each dimension will be explored in terms of support or importance given by participants, through the technique of the barometer. A line will be drawn in the floor with colour tape representing a degree from ‘very important’ to ‘not important’. Each dimension will be called out by facilitators and participants will have to place themselves along the line, according to the importance they give to such dimension in the context of science learning.

*Data collection*

Data will be mostly gathered through the post-its, the content of the conversation while sharing the collective mural and participants’ positions in the barometer. Facilitators will also be given a written form to fill in with their impressions and comments about the implementation after the workshop. Specific guidelines will be handed in by WP4 facilitators

*Materials required:*

* Roll paper (papel continuo)
* Post-its of two different colours
* Color tape (for the barometer)