**PERFORM INTERMIDATE MEETING**

**Bristol, April 10th-12th**

*WP3 MINUTES*

*Participants: AJA, UOC, SMS, UOB, UAB, TRACES, TBV*

**Reflection on ECR Training Phase 1**

Spain

## Numbers of ECRs involved

8 ECRs in total, 7 science based, 1 theatre based

* 3 ECRs attended performance workshops in Terassa
* 5 ECRs attended performance workshops in Castelbisbal – 3 attended all, 2 dropped in and out

## Comments on recruitment and attendance

* Scheduling problems with sessions split across Christmas
* Timing of training session (4pm-7pm) and some distance from Barcelona was difficult for attendance

## Other issues noted

* First session was too general
* Disconnect felt between the training and performance workshops
* ECR felt lost in the workshops at the beginning

Ideally, there would be practical workshops more related to performance workshop content and work

France

## Numbers of ECRs involved

15 researchers registered for the training, and then only 3 attended.

## Comments on recruitment and attendance

The level of drop out between registration and attendance is a normal level of drop out for training offered in France due to other priorities

* 2 science researchers, 1 education science
* Publicised and endorsed by 1 graduate school and 2 university networks

## Other issues noted:

* When training was delivered there was not yet any information about the content of performance workshops, making it difficult to integrate
* Sci-comm attendance at training was really productive – were able to experience the training first hand and think about how to incorporate ideas in to the workshop – good as TRACES had missed Livio’s session in the KSW. This was a success and would look to repeat this next year.
* Good to have the opportunity to build relationships between sci-comms and ECRs before the workshops
* ECR involvement in workshops was problematic (as per Livio’s report circulated by email 6.3.17)

UK

## Numbers of ECRs involved

8 researchers recruited

## Comments on recruitment and attendance

* Attendance was very high. All ECRS attended most of the sessions and completed the process
* Session attendance was mandatory, other than unavoidable absence – ECRs reported wishing that they had attended the sessions that they had missed as they felt that they were missing out
* Cohort model worked really well – creating a group of researchers sharing their experience across disciplines

## Other issues noted:

* ECRs really appreciated having space for reflection – the key aspect of the training they most appreciated
* ECRs appreciated their role as co-researchers, being asked to be reflective about not only their own work, but their participation in the project and the project in a wider sense
* ECRs were most attracted to the project by the opportunity for performance and were disappointed that they did not really get an opportunity for performance due to their role
* ECRs also felt lost in the performance workshops – like they did not have a clear role (as UoB have shown in a document circulated by email 17.3.17)
* However, due to UK only having one school, ECR numbers were such that they could work directly with a small group of children on an ongoing basis, which was really beneficial. This is unlikely to be replicated with three schools in phase 2 and likely a similar number of ECR.

**Future WP3 Activities**

## Teacher Training

* Spain – summer school is scheduled at UAB with ICE. PERSEIAS development for teachers delivered by Helena & Sergio
* France – TRACES to deliver training – working with AJA to develop, using expertise of their colleague Bojan. Not official training, offered informally through TRACES network. Dates tbc
* UK – training in development, offered informally through SUPI networks via UoB. Looking at appropriate performance partners. Training will be two parts, philosophical and performance based approaches to exploring complexity in science teaching.

## Toolkits

* UoB currently looking for examples of good toolkits – ones that are actually used. Appreciate partners’ input in to this.
* Developing toolkit structure and intended content (partly contingent on the redevelopment of WP2 outputs) in order to arrange collection of appropriate media (video, photographs, case studies) from phase 2
* Possibly feature safe space for reflection, as this has been a clear success of the training approach so far.

**Action Points for Phase 2**

## ECR Training

* Aim for minimum of 6 researchers per case study
* Recruitment in France – AJA to look in to other ways of advertising the training – possibly UNESCO researcher networks?
* Dates for training and performance workshops available at point of advertising
* Think about the messaging about the project – more clearly communicate what we are offering
* Suggested that attendance promoted as mandatory, as this may be more likely to encourage attendance, rather than initially offering a come and go situation
* Aim for some form of performance training in every case study (sci-comms)
* Aim for some involvement of teachers, ECRs and sci-comms together in training prior to performance workshops in schools
* ECR workshops to take place – France: Late November 2017, UK: October – November 2017, Spain: TBC

## Toolkits

* Partners to feed back to UoB about succesful examples of toolkits