

European Space University for Earth and Humanity

UNIVERSEH is an alliance of five European universities established to develop a new way of collaboration in the field of Space, within the “European Universities” initiative.

The alliance aims to create new higher education interactive experiences for the university community, teachers and students, and for the benefit of society as a whole. Such initiatives will enable broadminded, informed and conscientious European citizens to capture and create new knowledge and become smart actors of European innovation, valorisation and societal dissemination within the Space sector, from science, engineering, liberal arts to culture.

In Beyond UNIVERSEH, the alliance will develop the research and innovation dimension. By creating a research policy roadmap for 2035 and a vision for 2050 within the space sector, the alliance expects to notably transform the future Space and New Space research landscape, as well to enhance the links between education and research.

Grant agreement number: 101035795

Funding Scheme: Horizon 2020 / SwafS/ Support for the Research and Innovation Dimension of European Universities

Deliverable n°38/D5.2/Training on Science Communication

Due date of deliverable: M 16

Actual Submission date: 19/12/2022

Start date of the project: 01/09/2021

Duration: 36 months

Organization responsible for this deliverable: UDUS

Version: final

This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 101035795

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Dissemination level

PU	Public	X
CO	Confidential, only for members of the consortium	

Document History

Version	Date	Author	Partner	Summary of main changes
1	09/12/2022	Laura FERSCHINGER (UDUS)	Linda ALFREDSSON (LTU), Nathalie DESSENS (UT2), Krystina GARIBYAN (uni.lu), Czesław KAPUSTA (AGH), Anna KOWALEWSKA (AGH), Burak SUBASI (UDUS), Joanna WIECZERZYNSKA - VAN BAARLE (AGH)	Collecting data on all science communication trainings and events organized by WP5 of Beyond UNIVERSEH as well as drafting the conclusion.
2	19/12/2022	Laura FERSCHINGER (UDUS)	Linda ALFREDSSON (LTU), Nathalie DESSENS (UT2), Krystina GARIBYAN (uni.lu), Czesław KAPUSTA (AGH), Anna KOWALEWSKA (AGH), Burak SUBASI (UDUS), Joanna WIECZERZYNSKA - VAN BAARLE (AGH)	Final Version

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List of Abbreviations

AGH	University of Science and Technology Kraków
BA	Bachelor
HHU	Heinrich Heine University Düsseldorf
iGEM	International Genetically Engineered Machine
IRAP	Institut de Recherche en Astrophysique et Planétologie
JUNO	Junior Scientist and International Researcher Center
LTU	Luleå University of Technology
MA	Master
UDUS	Heinrich Heine University Düsseldorf
Uni.lu	University of Luxembourg
UNIVERSEH	European Space University for Earth and Humanity
UT	University Fédérale Toulouse Midi-Pyrénées
UT2	Université Toulouse Jean Jaurés
WP5	Work Package Five

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1 Introduction/Summary

In times of fake news and “alternative” scientific facts, when many question scientific methods, research, and results, it is especially important to communicate science effectively to help the public understand scientific concepts, processes, and results. Science communication describes the process of informing the scientific community and the interested public about science and scientific findings. This in turn enables science-informed decision-making on the issues of our time. Science communication is not only important to improve public scientific literacy, and increases public trust in science and scientists, but is also essential for education and science careers. The ability to communicate science is the key to sharing scientific knowledge effectively and increasing the impact of one’s research. Recognizing the need and demand for science communication, Beyond UNIVERSEH’s WP5 offers training opportunities in science communication for students, researchers, and lecturers. It also strengthens outreach to society by organizing and supporting science communication events, which are of central importance to increase the acceptance of science within society.

This document reports on the first science communication trainings and gives an overview of the science communication events organized, conducted, and/or supported by WP5 in 2022. The report is structured into six chapters. Chapter two lays out the objectives of the science communication trainings. Chapter three provides an overview of the trainings, their objectives, target groups, learning outcomes, and trainers. An assessment of the trainings is presented in chapter four. The fifth chapter sets out the science communication events before a conclusion is drawn and an outlook is given in chapter six.

Acknowledgments

We would like to thank the experts on science communication for sharing their expertise and conveying their knowledge to the students, researchers, and lecturers of the alliance. Our special thanks go to those who participated in the science communication trainings, our potential communicators of science. Finally, we are especially grateful to those individuals who have taken science communication out of the classroom and into the community, by sharing their research on space science in our science communications events and allowing citizens to gain insight into the work of the UNIVERSEH alliance.

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2 Objectives of Science Communication Trainings

WP5 of Beyond UNIVERSEH aims to strengthen the links between Beyond UNIVERSEH and European society and reduce the gap between space researchers, students, and citizens. It, therefore, places special focus on training students, researchers, and instructors in the field of outward-facing science communication. Conveying research to an audience of non-experts requires skills that differ from those needed to communicate with fellow scientists. It requires a different level of detail, scientific vocabulary, and communication structure. The interactive trainings, therefore, teach participants various ways to communicate their work to non-experts by exploring different channels and innovative avenues of communication including podcasts, videos, and blogs. Their aim goal is to improve the participant's ability to communicate with the public and help them become effective science communicators.

The trainings offer students, researchers, and instructors a rare opportunity to learn how to share their research with non-experts in a European setting. The participants are composed of interdisciplinary and diverse groups from the UNIVERSEH member countries of France, Germany, Luxembourg, Poland, and Sweden. The trainings are conducted in English and open to members of all disciplines. Thus far the trainings have been held online to ensure that members of all partner universities had equal access to the offer. This is especially important when considering the results of the previous report on science communication which showed that institutional structures and funding opportunities vary considerably among the alliance partners. Hence, the degree to which science communication is incorporated and implemented at the respective universities also varies greatly.

In addition to science communication trainings, WP5 also provides students, researchers, and lecturers of the alliance the opportunity to apply and strengthen their science communication skills at public events. Thus, knowledge of space science and its benefits as well as public awareness and acceptance of the alliance's research activities are strengthened within the framework of WP5.

3 Overview of Organized Science Communication Trainings

This chapter gives an overview of WP5's science communication trainings, organized in 2022, intending to improve the science communication skills of the members of the alliance. It presents the objectives, target groups, learning outcomes, and trainers of each class. Figure 1 gives an overview of science communication trainings held in 2022.

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Figure 1: Science communication trainings organized by WP5 in 2022

	First Training	Second Training	Third Training
Course Title	The Basics of Science Communication	Science Communication on Social Media	Simple, Short and Exciting! The Basics of Successful Science Communication
Target Group	Ph.D. students and researchers	Ph.D. students and researchers	Bachelor & master students
Cooperation Partners	Junior Scientist and International Researcher Center (JUNO) at the HHU	Junior Scientist and International Researcher Center (JUNO) at the HHU	none
Trainer	Robert Kötter from Zweirat	Robert Kötter from Zweirat	Dr. Anna Soßdorf
Date	September 23, 2022, 10:00 am - 5:00 pm	October 7, 2022, 10:00 am - 5:00 pm	December 2, 2022, 10:00 am - 3:00 pm
Number of participants	15 registrations, 11 participants	11 registrations, 7 participants	11 registrations 3 participants
Location	Online	Online	Online
Language of instruction	English	English	English

The trainings were promoted via the UNIVERSEH [website](#) and social media channels ([LinkedIn](#), [Twitter](#), and [Facebook](#)). They were additionally advertised on the communication channels of each alliance partner university. To make the trainings visible to all students and researchers a new category, “Science Communication Trainings”, was added to the UNIVERSEH course catalog on Moodle.

3.1 First Science Communication Training

The first online training, “[The Basics of Science Communication – Media Training for Ph.D. Students and Researchers](#)”, took place on September 23rd, 2022. The course focused on ways to effectively interact with the media, present compelling interviews on one’s research, or share the knowledge of science with a broader audience. The one-day training, designed for and targeted at Ph.D. students and researchers, aimed at developing their communication skills, improving their appearance in live interview situations, and assisting them in becoming a skilled science communicator. This course was organized in collaboration with the Junior Scientist

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and International Researcher Center (JUNO) at the Heinrich Heine University Duesseldorf, Germany.

The learning outcomes of the course were numerous. With hands-on exercises, the participants learned how to express complex phenomena simply and pointedly which in turn helped them develop the skills needed to present their research effectively to the media and their target groups. They learned how to capture their audience's attention by creating an inspiring and emotional story of their research, tailored to the expectations of the media.

The training was held by Robert Kötter, a scientist, trained coach, rhetoric trainer, and Managing Director of [zweirat](#), therefore frequently an interview partner himself. Since 2005 he has been working as a media trainer for many German universities, such as RWTH Aachen, Humboldt University Berlin, and the University of Bonn as well as for large companies.

3.2 Second Science Communication Training

The second online training class [Science Communication on Social Media – A Training for Ph.D. Students and Researchers](#) took place on October 7th, 2022. It focused on communicating science on social media, which is a unique opportunity to share research findings and engage with users around the world. Acknowledging the fact that scientists increasingly use their smartphones and social media platforms to present their work to the lay public, this one-day training course aimed to improve participants' science communication activities on social networks, without investing too much time or effort. This course was organized in collaboration with the Junior Scientist and International Researcher Center (JUNO) at the Heinrich Heine University Duesseldorf, Germany.

The course targeted Ph.D. students and researchers interested in generating an exchange with a broader audience, eager to improve their skills in conveying their research and gain confidence in communicating their research to non-experts via social media.

The participating Ph.D. students and researchers learned how to share information about themselves and their research using social media and other media forms, including blog posts, podcasts, and videos. They also explored ways to best convey the complexity of science and increase the relevance of their work on social media platforms.

The training was held by Robert Kötter, a scientist, trained coach, rhetoric trainer, and Managing Director of [zweirat](#), and frequently an interview partner himself. Since 2005 he has been working as a media trainer for many German universities, such as RWTH Aachen, Humboldt University Berlin, and the University of Bonn as well as for large companies.

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3.3 Third Science Communication Training

The third online training class [Simple, Short and Exciting! The Basics of Successful Science Communication](#) for BA and MA students took place on December 2. The training class focused on students interested in sharing their university projects and newly acquired knowledge with the interested public. The participants learned the basic concepts and skills of science communication and science blogging. They were taught how to capture an audience and relate the relevance of their science projects to non-experts in a simple, short, and exciting manner.

The course targeted bachelor and master students seeking to develop their science communication skills, eager to improve their ability to explain their science to non-experts, wanting to explore blogging as a popular way to put a human face on the scientific endeavor, and keen on building a community interested in their work.

The learning outcomes of the training encompassed understanding what science communication is and how it can be used to convey science and research projects to a broad audience. The participants learned the do's and don'ts of science communication, and how to effectively communicate their work and had the opportunity to create a best-case example of science communication. Participants also improved their science blogging skills. As blogging involves explaining one's work with a limited set of words in a comprehensible way, participants learned how to simplify scientific vocabulary and write and structure a blog post and successfully create a blog.

The training was held by [Dr. Anna Soßdorf](#) a communication trainer, speaker, and consultant. She obtained her Ph.D. in media and communication studies and has been working as a communication trainer since 2015 focusing on communication & organization, digital skills & media competencies, politics & participation. She taught and did research at the Heinrich Heine University in Düsseldorf and other universities on various topics of science communication & citizen science, civic education & participation, and digital skills & media literacy.

4 Assessment of Science Communication Trainings

In the following subchapters, each training class is assessed. The assessments include an overview of the number of registrations, gender distribution, and academic title/study levels of the participants. To improve the trainings and assess the needs and demands of the various target groups, an evaluation was carried out after each training. Participants were asked to

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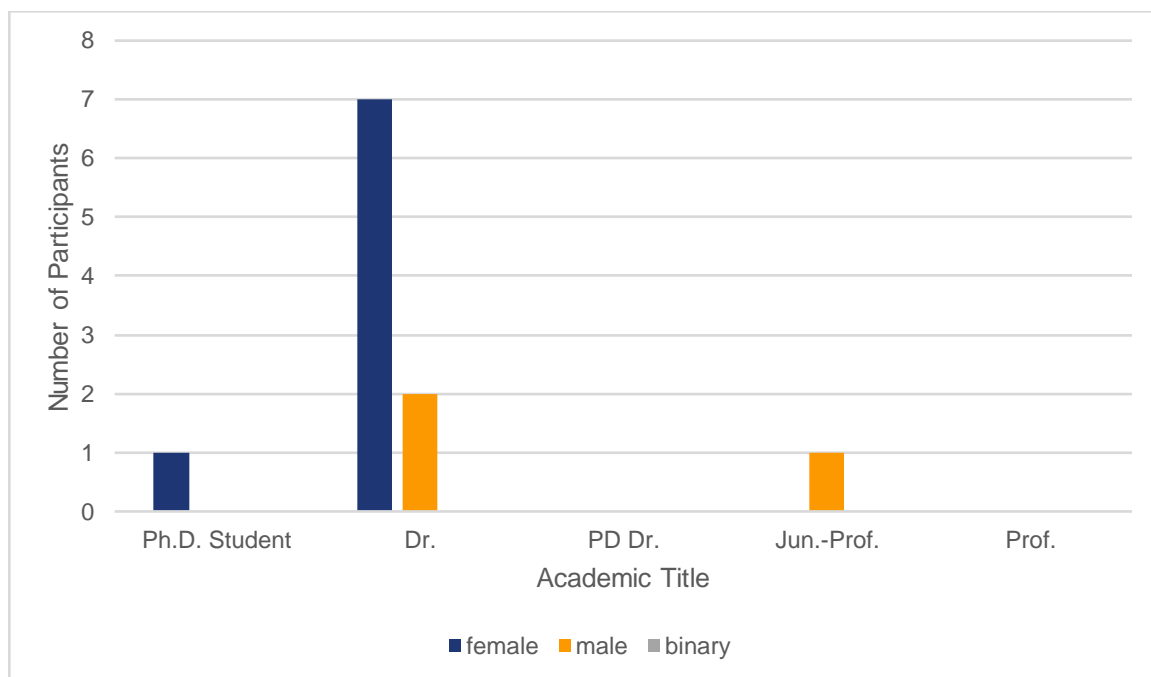


reflect on their experience and to give feedback on the course by completing an anonymous online questionnaire (appendix 1). The results of the evaluation are presented in this chapter.

4.1 Assessment of the First Science Communication Training

The first training class was open to 15 participants. Of the 11 registrations received, all 11 were members of the HHU and attended the training. The lack of registrations from partner universities of the alliance can be attributed to the fact that many of the universities still had their semester break or were just beginning the new fall semester (course date: September 23, 2022). To avoid such further mishaps, WP5 will be more considerate of national particularities when planning future science communication trainings. Of the 11 participants, eight classified as female, and three as male. The majority of nine participants had a doctoral degree. One participant was a junior professor (male), and one was a Ph.D. student (female). Figure 2 provides an overview of the gender distribution and academic degree of the participants.

Figure 2: Gender distribution and academic degree of participants



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Six participants completed the evaluation form. 66.7% rated the workshop as excellent and 33.3% as good. All participants found the workshop worthwhile and would recommend it to other colleagues.

The evaluation showed that the expectations of all participants were met, that they were completely happy or happy with the content of the training, completely agreed or agreed that the topics were presented and explained clearly and comprehensively and that the materials provided were useful. All participants thought there was enough possibility to communicate with other participants during the workshop and found the interdisciplinary group of researchers in the training useful. The entire group found the exercises and homework (very) useful. A majority of 83.3% stated that they were able to share their own experiences and problems in the training and found the content relevant to their current research work.

Similar to the evaluation of the course content, participants rated the technical realization of the online training, the overall speed, and duration of the workshop, as well as the ratio of theory and exercises as good to very good.

The evaluation of the trainer is very positive. All participants completely agree that the instructor was well prepared, allowed questions during and after the presentation, and that they would attend further workshops given by this instructor. 16.7% agreed and 83.3% completely agreed that the instructor presented the objectives and structure of the training well.

4.2 Assessment of Second Science Communication Training

15 class openings were available for the second training. Although all openings were booked, only seven persons participated in the training. Five participants were members of the HHU, one a member of the AGH, and one a member of the UT. The reason for the meager participation in the training is not clear. Individuals registered for the training were asked to inform the organizers if they were unable to participate thereby allowing individuals on a waiting list to take part in the training. Cancellations were however not received.

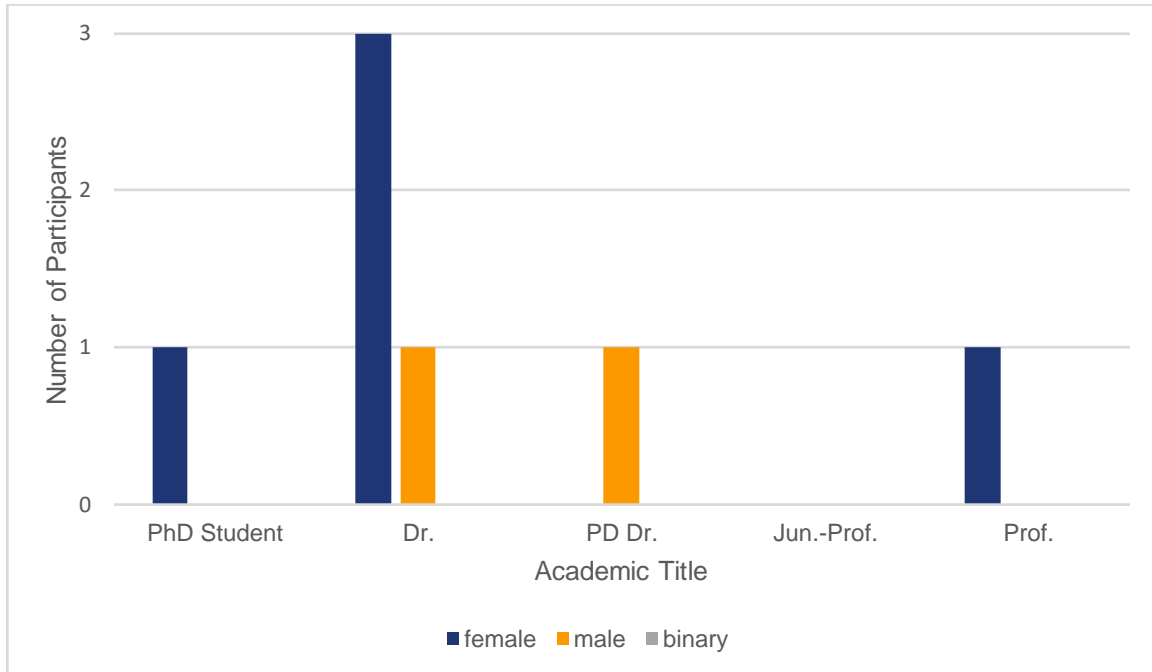
Of the seven participants five classified as female, and two as male. The majority of four participants had a doctoral degree (three female, one male). One participant was a professor (female), one had a Ph.D. and doctoral degree (male), and one was a Ph.D. student (female). Figure 3 provides an overview of the gender distribution and academic degree of the participants.

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Figure 3: Gender distribution and academic degree of participants



Four participants completed the evaluation form. 75% rated the workshop as excellent and 25% as good. Even though 75% of the participants stated it was worthwhile to attend the workshop and 25% were neutral, all participants stated they would recommend it to other colleagues.

In the evaluation, all participants responded that their expectations were met and that they were completely happy or happy with the content of the training, completely agreed or agreed that the topics of the training were presented and explained clearly and comprehensively, and found the exercises, homework and the provided materials (very) useful. All participants thought there was enough possibility to communicate with other participants during the workshop and found the interdisciplinary group of researchers in the training useful. A majority of 75% stated that they were able to share their own experiences and problems in the training.

50% of the participants stated they gained a solid understanding of the concepts taught, 25% became familiarized with the concepts, and 25% are ready to use the concepts in their work. As to what degree the concepts will be integrated into their daily work, 50% of the participants stated that they will integrate the concepts to a low degree. 25% stated they will integrate the concepts in their work to a high degree and 25% not at all.

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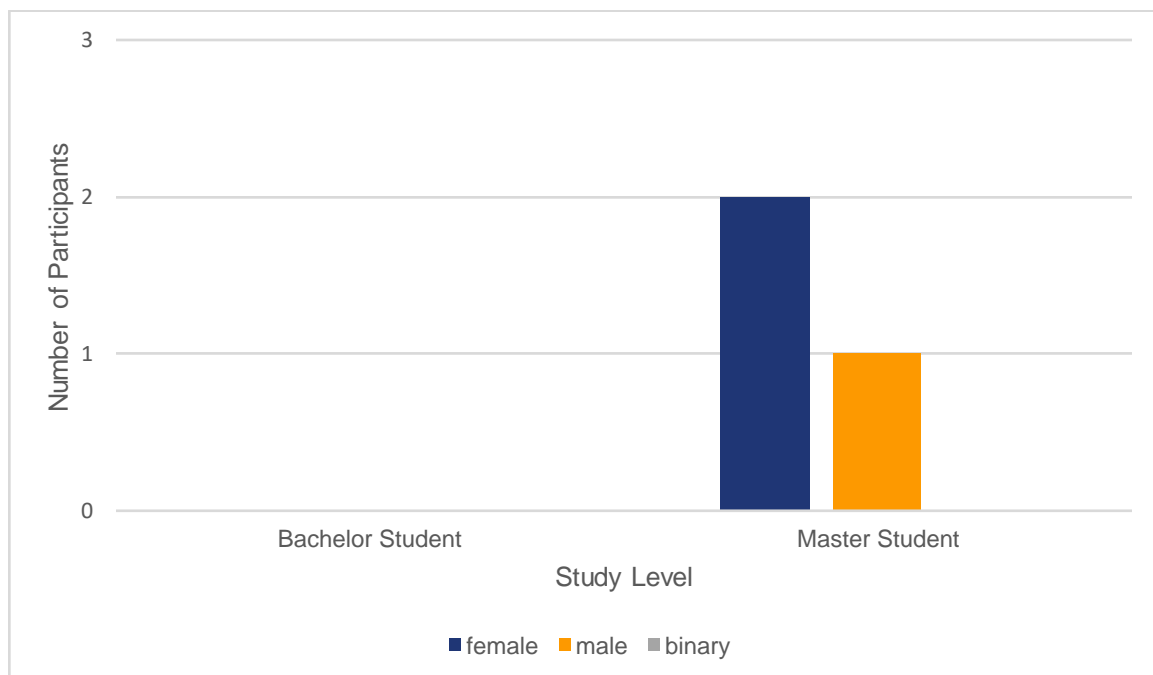
Similar to the evaluation of the course content, participants rated the technical realization of the online training, the overall speed, and duration of the workshop, as well as the ratio of theory and exercises as good to very good.

The evaluation of the trainer was also very positive. All participants completely agree that the instructor was well prepared, presented the objectives and structure of the workshop well, and allowed questions during and after the presentation. All participants stated that they would attend other workshops given by the instructor.

4.3 Assessment of Third Science Communication Training

15 class openings were available for the third training class. 11 persons registered for and three participated in the training classes. Two participants were members of UT and one was a member of LTU. Of the three participants, two classified as female, and one as male. All participants were master students. Figure 4 provides an overview of the participants' gender distribution and study level.

Figure 4: Gender distribution and study level of participants



At the time of submission the participants' evaluation was not yet completed.

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5 Beyond Science Communication Trainings

To promote science communication within (Beyond) UNIVERSEH WP5 does not only organize science communication trainings but also works with European, national, and local science promoters, organizing events and promoting them within the alliance. It, therefore, offers the academic community, seeking to share new understandings and science endeavors with a broader audience, the opportunity to become involved and participate in science communication events. Following is an overview of the events WP5 has organized and/or supported in 2022 for the general public.

- 1) “Space Day” at the HHU on May 11th, 2022: Throughout the day the Düsseldorf public, students, and researchers were invited to take part in workshops and join the event “Fascination Space – Talks about Space Science” with young UNIVERSEH students and researchers.
 - Workshop “You, too, can become an Innovator for Space!” by Sonja Bretschneider: In this workshop participants explored innovation in a series of activities. They discovered what innovation is and is not, the motivations for innovating, the details involved in the innovation process, and its possible applications. Within the course of the workshop, participants created their space innovations and created and practiced their elevator pitches.
 - Workshop “Dictionary of Space Concepts” by Dr. Seth Berk: In this workshop participants had the opportunity to contribute to the new Dictionary of Space Concepts, a flagship project of UNIVERSEH’s multilingualism program. Participants gathered terms from authentic texts, videos, etc., defined the terms, designed illustrations for the terms, and finally translated them into the five UNIVERSEH partner languages (German, English, French, Polish, and Swedish).
 - “Faszination Space - Talks about Space Science”: In brief and very interesting talks young European researchers presented their space science projects and their personal stories of becoming scientists. The talks included presentations from Theresia Hestad (LTU) on the topic of “Building a Student CubeSat from



Fazination Space Event at HHU
Image source: HHU UNIVERSEH

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Absolute Scratch”, Dagmara Stasiowska (AGH) on “The BeeGs Project – The Story of How I Am Trying to Convince Elon Musk That He Needs Me on Mars” and Burak Subasi (HHU) on the iGEM project “CosMic - Microorganisms in Space”.

- 2) Pop-Up stand at the HHU on May 25, 2022: The Pop-Up stand provided information concerning UNIVERSEH and its activities.
- 3) European Researcher’s Night in Toulouse on September 30, 2022: University Fédérale Toulouse Midi-Pyrénées presented the videos “[Women in Space](#)”, created by UNIVERSEH.



PopUp-Stand at HHU
Image source: HHU UNIVERSEH

- 4) Public lecture series „[Outer Space Studies](#)“ at Université Toulouse Jean Jaurès and HHU: This lecture series gave participants the unique opportunity to engage with leading scholars and scientists from diverse disciplinary backgrounds to explore the ethics and cultural discourses that surround the exploration of human space. The guest lecturers from fields such as environmentalism, posthuman studies, mobility studies, astroethics, or postcolonial studies included:

- Dr. Alice Gorman on "The Archeology of an Inhabited Solar System"
- Prof. Dr. Lisa Messeri on “Lunar Passages: Anthropological, Artistic, and Literary Reflections of Earth-Moon Relations”
- Prof. Dr. James Schwartz on “Expanding Access to Space: Ethics of Space Exploration and Philosophy of Disability”
- Dr. Elonor Armstrong on "What Can Feminism Do for Outer Space Studies?"
- Univ.-Prof. Mag. Dr. Alexandra Ganser on "Territorializing Outer Space in US-American Film: Feminist Perspectives"
- Frédéric Boone on „Cosmology and Space Conquest”

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The six online lectures took place on October 11, October 24, November 14, November 21, December 5, and December 12, 2022. The first and last lectures took place hybrid at the HHU and the Université Toulouse Jean Jaurès.

5) Space Talks in Düsseldorf on November 29, 2022: The objective of this science communication event was to pass on UNIVERSEH's enthusiasm for space to the broader public and promote the exchange of ideas between citizens, scientists, and students. Scientists were invited to speak of their research projects and careers in space science in short presentations (20 slides, each 20 seconds long). The presentations included:

- "How That Solar Storm Crashed Your Last Online Shopping" - Veronika Haberle (IRAP, Toulouse)
- "Space Rocks - Meteorite NWA 869" - Paulina Skirak and Gabriela Opila (AGH, Krakau)
- "Project ALMA: What Can We Learn About Volcanoes and Climate Change From a Balloon in the Arctic?" - Capucine Sol and Diego Sánchez De Lerín (LTU, Kiruna)
- "Magnetic Aerosols in Urban Atmosphere" – Ph.D. Jan M. Michalik (AGH, Krakau)
- "How to Design a Spacecraft" – Ph.D. Loveneesh Rana (uni.lu, Luxemburg)



Image source: HHU UNIVERSEH

Following each short presentation, the floor was open to questions. The event took place at the "[Haus der Universität](#)", a Heinrich Heine University event location in the city center of Duesseldorf. The audience consisted of students, researchers, and the Duesseldorf public. For this occasion, six individuals, master's and Ph.D. students, and researchers were invited to Düsseldorf. One scientist joined the Space Talks online.

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6 Concluding Remarks & Outlook

This document reports on the first science communication trainings and science communication events organized and/or supported by WP5 in 2022.

Thus far three science communication trainings have been organized by WP5. Overall three master's and two Ph.D. students, as well as 16 researchers, took part in the science communication trainings. The evaluation of the trainings shows that the participants were very satisfied with the offer, which can be interpreted as meeting the needs and demands of UNIVERSEHs students, researchers, and lecturers.

However, the assessment of the trainings also shows that the ratio of women to men 15:6 participating in the trainings was unbalanced. No participant classified him/herself as non-binary. Additionally, an unequal distribution of participants amongst the alliance partners has become evident. While especially members of the Université Fédérale Toulouse Midi-Pyrénées and the Heinrich Heine University Duesseldorf participated in the trainings, only very few members of the AGH University of Science and Technology, the Luleå University of Technology, and Université du Luxembourg took part. Measures must be taken to attain a higher level of gender diversity and a more equal representation of participants from all of the alliance partner universities. Such measures could include intensifying and diversifying promotion channels within all faculties, considering the timing and duration of trainings, inviting trainers from all of the alliance partner countries, including other teaching formats such as co-teaching with experts from at least two of the alliance partner countries, etc.

WP5 has organized and supported five science communication events within the course of 2022, in which students, researchers, and lecturers shared their research projects and scientific findings with non-experts.

Based on the assessment and evaluation of the trainings, the authors of this report, see great potential for developing science communication amongst the alliance partners and bringing forth innovative science communication events. WP5 will, therefore, continue to provide the alliance members with a variety of training opportunities to improve their science communication skills. It will also further promote and organize science communication events to give students, researchers, and lecturers the opportunity to practice their science communication skills and provide citizens with insight into the alliance's research, hereby supporting the dissemination and outreach strategy of UNIVERSEH.

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Annex 1 – Training Evaluation Form

Date: [month, day, year]

Trainer: [name]

Dear Participant,

Thank you for participating in the training course [title of training]. As we are always seeking ways to improve our trainings, we would greatly appreciate your evaluation of the course. Please reflect on your experience in the course and select the most accurate responses in the following questionnaire. Your reply is anonymous. We thank you for your time and your valuable feedback and hope to see you in one of our courses in the future.

Best wishes,

WP5 Team of Beyond UNIVERSEH

Part 1: Personal information

Field of study/Field of expertise

Please enter here

Enrolled study level/Academic degree

- Bachelor
- Master
- Ph.D.
- Dr.
- PD Dr.
- Jun.-Prof.
- Prof.

I am a member of the

- AGH University of Science and Technology Kraków, Poland.
- Heinrich Heine University Düsseldorf, Germany.
- Luleå University of Technology, Sweden.
- University of Luxembourg, Luxembourg.
- ISAE-SUPAERO, France.
- TBS Education, France.
- Toulouse INP, France.
- Université Toulouse Jean Jaurès, France.
- Université Toulouse III Paul Sabatier, France.
- University Fédérale Toulouse Midi-Pyrénées, France.

Gender

- Female
- Male
- Non-binary
- I prefer not to say

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Part 2: Motivation

What motivated you to participate in this training?
Please enter here

Part 3: Course Structure

Please indicate your level of agreement with the statements listed below.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
The objectives of the training were clearly defined.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The duration of the training was sufficient.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The course content was well structured.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A variety of instructional methods was used to reach the course objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The materials provided were useful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The overall pace of the workshop was appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The ratio of theory and practice was appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part 4: Student engagement and involvement

Please indicate your level of agreement with the statements listed below.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Instructions were clear and understandable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The exercises were helpful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Class participation and interaction were encouraged.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adequate time was allowed for questions and discussion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The interdisciplinary group of students enriched the training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Part 5: Trainer Evaluation

Please indicate your level of agreement with the statements listed below.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
The trainer was well-prepared for class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The trainer demonstrated in-depth knowledge of the subject.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The trainer explained the course material clearly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The trainer inspired interest in the subject matter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The quality of instruction was good.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would recommend this workshop to a fellow student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part 6: Overall Rating

Please indicate your level of agreement with the statement listed below.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
My expectations for this training were met.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The course gave me the confidence to apply the knowledge I learned in science communication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My experience in the training was very good.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What was the most interesting aspect you learned in this training?

Please enter here

What changes would you recommend to improve this training?

Please enter here

What other training topics would be of interest to you?

Please enter here

Do you have any additional comments?

Please enter here

Thank you for your participation!

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