Equipping the Next Generation for Active Engagement in Science

DELIVERABLE D7.1: Project Dissemination plan with branding materials

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Task Leader:	The Open University - UK
Report Author(s):	Alexandra Okada (OU)
Report Collaborator(s):	Matteo Merzagora (TRA), Kathy Kikis-Papadakis (FOR), Mario Barajas (UB), Anna Trifonova (UB), Fotini Chaimala (FOR)
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THE ENGAGE CONSORTIUM

Centre for Science Education – Sheffield Hallam University (Coordinator)	UK
Knowledge Media Institute – The Open University	UK
Institute of Applied and Computational Mathematics, Foundation for Research and Technology	Greece
Innovation in Learning Institute	Germany
eXact learning Solutions	Italy
Traces	France
Valahia University Targoviste	Romania
Weizmann Institute	Israel
Universitat de Barcelona	Spain
Vestfold University College	Norway
Biotechnology & society department, Delft University of Technology	Netherlands
School of High Pedagogy of Freiburg	Switzerland
Lithuanian University of Educational Sciences	Lithuania
Department of Education, University of Nicosia	Cyprus

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CONTENTS

EXECUTIVE SUMMARY

This deliverable describes strategies of the ENGAGE dissemination plan and its methodology, taking into account the project's objectives, target audiences and the channels, which shall be used to this end.

ENGAGE dissemination includes a variety of dissemination mechanisms organised around the three project phase: preparation, deployment and sustainability.

- *Preparation Phase* (January 2014 –August 2014) aims to prototype ENGAGE CPD model in order to develop the clarity of vision (Engage Framework) to be properly disseminated and exploited in the next phases.
- *Deployment Phase* (September 2014 – December 2016) aims to disseminate and implement the ENGAGE Programme including the CPD model in each country, with partner input about teachers and students, for continuous improvement.
- *Sustainability Phase* (September 2014 – December 2016) aims to monitor the effectiveness of our dissemination efforts and coordinating input from our stakeholder groups and evaluation working package.

This report focuses on the first stage – preparation and presents the next steps for the following phase Deployment. It presents a global plan, which provides principles, branding materials and templates for communications. This plan has been already adapted into "Localised Dissemination Plans" by project partners, which will be carried out by each country for the next phase Deployment.

As part of our evaluation, we will monitor how successful our dissemination activities are based on the project targets. By way of illustration, we will use indicators such as website analytics (number of users, page views, material downloads, branding resources downloads, social media hits,…), evaluation questionnaires during the pilots and deployment phase, and number of publications and presentations given.

INTRODUCTION

This document presents the ENGAGE Project Dissemination plan with branding materials. It is organised in three main parts.

First, key information about the project is introduced and project dissemination strategies are presented by phases and key stakeholders. Some actions related to project dissemination strategies were also reported.

Second, key messages are described including a variety of dissemination mechanisms. This section also included the methodology adopted to develop branding materials and its descriptions. Examples of translated materials were also included.

Third, evaluation of dissemination is discussed as well as the next steps with plans and ideas for the upcoming period.

PART 1 – OVERVIEW

1. ENGAGE OBJECTIVES

ENGAGE dissemination plan focuses on the project key objectives as a starting point for developing key message and communication strategies. These objectives include two key stakeholders: TEACHERS and STUDENTS through various goals summarised below.

STUDENTS acquire the knowledge and skills, attitudes and behaviours that allow them to engage effectively with RRI-based science as future citizens and in their own lives.

More **SCIENCE TEACHERS** are able to:

- use RRI techniques with the support of our exemplar materials (adopt)
- move to a significant change in either their beliefs, knowledge or classroom practice (adapt)
- make substantial changes to their beliefs, knowledge and classroom practice (transform)

Our approach for "dissemination" is to go beyond "delivering and receiving of a message". Indeed, our dissemination aims, "the engagement of an individual in a process" and "the transfer of a process or product" (Harmsworth & Turpin, 2000). This leads us to ground our dissemination strategies in three paths described in the following section.

2. DISSEMINATION STRATEGIES BY PHASES AND AUDIENCES

ENGAGE dissemination includes a variety of dissemination mechanisms for various audiences, which is organised around the three key strategies related to the three project phases: (1) "promoting awareness" during preparation phase; (2) "creating opportunities for understanding and action" during deployment phase; (3) "developing partnerships for innovation" during sustainability phase.

2.1. PREPARATION: Promoting awareness

At early state of **Preparation phase** our dissemination plan aims to reach as many people as possible for being aware of the project, its objectives and benefits. We expect to increase the number of users registered in our "Engaging science knowledge Hub" . Members will be then able to receive our newsletters, latest materials published, announcements of courses and workshops. This will be essential for starting and developing the online community during the 3 years. During this phase, our dissemination plan includes wide promotion of ENGAGE website, Institutional news in Science Communities and partners' Universities, project presentations in schools, talks and demos in conferences in order to start a network of teachers and experts. The key audiences for Preparation phase are:

(a) Existing science teachers' communities: Global dissemination plan selected key European and International Science Education Communities for large scale dissemination to reach science teachers. Partners listed local communities as well for initiating localised dissemination actions (Table 1). Methods planned and used to reach this audience are: presentations, brochures distribution, emails with project information, project description in communities' portals. Information about actions that have already been organised is described at the end of this document (Table 9).

Level	Partner	Teachers' Community/ Network
GLOBAL	WP7	SCIENTIX – European community for Science Education
GLOBAL	WP7	EUROPEAN SCHOOLNET innovation in teaching and learning network
GLOBAL	WP7	ECSITE - European network of science centres and museums Community
GLOBAL	WP7	PCST Public Communication in Science & Technology International Community
LOCAL	SHU	NSTA National Science Teacher Association Community, Science UPD8 teachers network
LOCAL	WZ	Teachers' summer programmes
LOCAL	FOR	Science Teacher Councillor of Crete, Head of the 11th High School of Heraklion, teachers of the Experimental school of Heraklion
LOCAL	UNI	In-service teachers local conference
LOCAL	TRA	Official meeting with representative of Education Nationale
LOCAL	UB	FutureLearning, UB – Community, Teacher training courses at UB, Pathway community in Spain
LOCAL	FAU	
LOCAL	HIV	
LOCAL	DICS	
LOCAL	VUT	
LOCAL	LIT	

Table 1 – Teachers' Community/ Network

(b) RRI Experts: RRI and IBSE experts were listed based on Partners' contacts and related EU projects, in which some of them are also members in these other consortiums. The themes related to the ENGAGE, which establish a connection between projects, were also identified. Table 2 presents these key experts (names and emails and their project s' summary). The key dissemination methods used with this audience to establish contact during the whole project are: Newsletters, website project dissemination in their Portals as well as RRI seminar events for knowledge exchange.

connection to engage THEME	Selected by	Project Period	Website	Name of expert	E-mail of expert	Short profile: why is it interesting to invite them? What knowledge will they bring?
RRI debate & online events	UB	2012-2014	nanopinion	Agueda Gras-Velazquez	agueda.gras@eun.net (Scientix - InGenious, GoLab, Pathway, RRI tools	Monitoring public opinion on what we hope from innovation with nanotechnologies. Informed debate strong press & social media campaign. Repository with more than 150 resources.
RRI discussion	TRA, OU	2013 - 2014	VOICES	Marzia Mazzonetto	mmazzonetto@ecsite.eu	Public consultations , one thousand European citizens in discussing the European - "Urban Waste and Innovation"
RRI Debate	OU	finished	playdecide	Andrea Bandelli	andrea@bandelli.com	Discussion game to talk in a simple and effective way about controversial issues in European cities for the development of a scientific culture at the local level.
RRI, exhibitions	OU	2014 - 2015	PIER			PIER (Public Involvement with exhibition on Responsible research and innovation) is a project to engage the public on the Responsible Research and Innovation in society.
RRI - Awareness Workshops & Conference	FOR	2011 - 2014	inprofood	Kathy Kikis-Papadakis	(Engage partner)	The role that innovations in and new basic research technologies could play in counter-acting the alarming rise of food-related health problems.
RRI digital resources	TRA, OU, UB	2014 - 2016	RRI-tools	Ignatio Lopez or Rosina Malagrida	ilopez@fundaciolacaixa.es rmalagrida@irsicaixa.es	The project develops a set of practical digital resources and actions aimed at raising awareness, training, disseminating and implementing RRI, especially focus on policy makers
RRI & IBSE materials for students and teachers	FOR, OU	2013 - 2016	Irresistible	Jan Apotheker,	j.h.apotheker@rug.nl	Including Responsible Research and innovation in cutting Edge Science and Inquiry-based Science education to improve Teacher's Ability of Bridging Learning Environments// SCIENTIX network
RRI Global network academia + industry + policy advisors and research funds	OU	2014 - 2015	Progress	Prof. Doris Schroeder	DSchroeder@uclan.ac.uk	an European approach to (RRI) through a global network. - (academia, international organisations, industry, SME research, NGOs, policy advisors and research funders) interdisciplinarity (Computer, Economics, Engineering, Ethics, Gender, Geography, Law, Management, Medicine, Natural Sciences, Political Science, Psychology, Social Sciences, Technology).
RRI + trainnee	SHU, OU	2014 - 2017	Parrise 18 institutions in 11 countries.	Marie-Christine Knippels	M.C.P.J.Knippels@uu.nl	best practices and learning tools, materials and in/pre-service training courses for science teachers on the SSIBL empower and facilitate science teachers CPD with an international 'community of learners' who incorporate RRI in their teaching and learning processes.
RRI+futura training	OU	2010-2013	Secure			Balancing the needs between training for future scientists and broader societal needs
RRI engagement	OU	2010-2014	Perares	Professor Lynn Frewer	lynn.frewer@ncl.ac.uk	Public Engagement with Research And Research Engagement with Society
Projects/ broker system	SHU, OU	2014-2020	etwinning 230277 part. 5462 proj. 25 idioms			Meeting point and workspace for the action. It provides online tools for teachers to find partners, set up projects, share ideas, exchange best practice and start working together, using various customised tools
IBSE resources	OU, TRA	2009 -	S-TEAM	Matteo	TRA	S-TEAM firing up science education Virtual Learning and

and online course (Mini Moodles)		2012		Merzagora Catherine Cain		Argumentation Resources whose objectives are to: 1. improve motivation, learning and pupil attitudes 2. enable large numbers of teachers to adopt IBL 3. Provide training in, and access to methods
IBSE Workshops & network	FOR	2012 – 2015	Instem	Kathy Kikis-Papadakis	FOR	Promote inquiry based teaching, to gather innovative teaching methods and to raise students' interest in science.
IBSE + accredited CPD	VUT, WZ	2010-2014	Profiles	Yael Shwartz Gabriel Gorghiu	WZ VUT	Professional Reflection-Oriented Focus on Inquiry-based Learning and Education through Science"
IBSE + CPD	UB	2007-2013)	Pathway	Mario Barajas Martin Owen	UB martinowen@mac.com	The Pathway to Inquiry Based Science Teaching) aims to set the pathway toward a standard-based approach to teaching science by inquiry
IBSE + teaching + learning Tools	OU	Closed (2013-2014)	weSPOT	Alexandra Okada	OU	Working Environment with Social Open Personal Technologies for Collaborative Inquiry Based learning integrating mobile interfaces, learning analytics and open badge system.
IBSE + teaching + learning material	OU	Closed (31-12-2013)	Establish			Implement IBL to science education for second level students (age 12-18 years) within a collaborative environment in science education.
IBSE- extensive teacher training	OU	2011-2014	Engineer			ENGINEER will support the widespread adoption in Europe of innovative methods of science teaching and provide extensive teacher training on inquiry-based methods.
IBSE+CPD	OU	2010-2013	I.Botany			Inquire - inquiry-based teacher training for a sustainable future
Teachers' training (online& workshops)	OU	on going	FutureLAB	European Schoolnet		At the forefront of European Schoolnet' Continuing Professional Development (CPD):. Regular workshops, seminars and courses for teachers, experts, policy makers and ICT suppliers are organised on how existing and emerging technologies can have a transformative effect
IBSE Communities of practices	FOR, FAU	2011-2014	Stencil	Sonia Hetzner		The STENCIL Network offers to science teachers and practitioners a platform for European co-operation to the improvement of science teaching.
IBSE Debate & Argumentation	OU	Ongoing	Apisa	Sibel Erduran		Resources for Assessment and Practical Inquiry in Scientific Argumentation for secondary education to support professional development of science teachers in IBL argumentation or evidence-based reasoning in science
IBSE Students Motivation Discussion	TRA	Ongoing -	sis-catalyst	Matteo Merzagora Tricia Jenkins	TRA P.M.Jenkins@liverpool.ac.uk	A project on social inclusion in science in society activities. Expert in equal opportunities, and innovative way in building empowered relationship with science for children
IBSE + science teaching	OU	2006-2009	Pollen			Pollen - science teaching renovation based on IBL in primary schools. A network of 12 interacting "Seed Cities" was implemented to consolidate a quality teaching of science in participating schools following inquiry teaching.
IBSE + science teaching and learning	OU	2006-2007	Sedec			a) teachers and pupils'perception of science and citizenship b) survey & website online learning tool c) A multilingual on-line resources to be used by schools d) educational materials science education and citizenship e) A European in-service training course.
IBSE + TOOLS RESOURCES	OU	Closed 2013)	FEAST			The FEAST Project aims to contribute to this panorama by developing a model and a number of tools. and resources for the informal science education of adult parents.
IBSE + learning methods	OU	2010-2013	fibonacci			Designing, implementing, testing and formalising a process of dissemination in Europe of IBL in science and maths in primary and secondary schools.

Table 2 – Experts in RRI and IBSE

(c) **Science communication experts**: Experts in the area of Science communication in Europe were selected as well as their Institutions, which comprise some European Science Centres networks and science communication communities. **Table 3 presents key contacts (names, emails and institutions) as well as c**ore themes emerging from science communication, which are relevant for ENGAGE. Based on the survey organised by WP1, Table 4 shows examples of local science communication networks and how RRI initiatives are promoted. The key dissemination methods used with this audience to establish partnerships during the whole project are: Newsletters, website project dissemination in their Portals as well as RRI seminar events for knowledge exchange.

connection to ENGAGE THEMES	European Networks	Name of expert	E-mail of expert	Short profile
Science education Networks	SCIENTIX	Agueda Gras-Velazquez	agueda.gras@eun.net (Scientix)	Coordinator of SCIENTIX
Science education Networks	ECSITE	Marzia Mazzonetto	mmazzonetto@ecsite.eu (ECSITE)	Managed several FP7 projects on RRI at ECSITE
Science education Networks	ECSITE	Catherine Franche	Catherine Franche <cfranche@ecsite.eu>	Director general
Science education Networks	EUSEA	Jan Riise	jan.riise@eusea.info	Director
Science education and Science in the media	SISSA 8Sis Catalyst, Pilots, Feast, Sedec,…)	Paola Rodari	Paola Rodari <paola@medialab.sissa.it>	Member
Crossing formal and informal education	FEAST, SEDEC, various nano projects	Maria Xanthoudaki	Maria XANTHOUDAKI <xanthoudaki@museoscienza.it>	Member
Science governance, discussion games	DECIDE, FUND	Andrea Bandelli	Andrea Bandelli <andrea@bandelli.com>	Member
Provoking questions in Science communication	Science Gallery	Michael John Gorman and Lynn Scarff	Lynn Scarff <lynn.scarff@sciencegallery.com>	Member
Innovation in science centre, digital education	Science centre network, France	Laurent Chicoineau	Laurent Chicoineau <laurent.chicoineau@lacasemate.fr>	Member
Science communication, education, and social and political engagement	Atelier de jours à venir	Livio Riboli-Sasco	Livio - Atelier des Jours à Venir <livio@joursavenir.org>	Member
Discussion game, social inclusion	Science centre Network, Austria	Barbara Streicher	Barbara Streicher <streicher@science-center-net.at>	Member
Children University	EUCU.NET	Karoline Iber	Iber Karoline <karoline.iber@univie.ac.at>	Member
Science communication in the digital age	Formicablu (and VOICES)	Elisabetta Tola	Elisabetta Tola <eli@formicablu.it>	Member

Table 3 - Science communication Experts, organised by Traces

Country	Local Networks	***Examples on how RRI initiatives are promoted***
UK	Science centres/museums (e.g. Science Museum, At Bristol, Thinktank, Centre for Life)	Events, courses
Greece	Science Centres (for example: Evgenidio Foundation http://www.eugenfound.edu.gr National History Museum of Crete http://www.nhmc.uoc.gr/en	Events, workshops
Germany	Bayerischer Schulserver http://www.schule.bayern.de/unterricht https://www.mebis.bayern.de/	Materials
France	Science centres and museum (ex: Nation center for Arts and Crafts, Universcience)	As part of national strategy or teaching strategy through events, materials, presentations
Romania	Museums	By their own training programmes dedicated to general public.
Israel	Science centre communities	Promoting a work shop for teachers, recommend the ministry of education. Invite students to an activity which includes research.
Spain	Museums, Innovation projects, press	*Some science museums provide talks RRI oriented , Some European, national and regional projects are introducing RRI initiatives, but very limited in terms of impact, Journalists specialised in science news*
Norway	Feedback missing it has been requested	
Switzerland	Feedback missing it has been requested	
Lithuania	Museums	Exhibitions are prepared
Cyprus	Environmental Centers	How we should protect the environment (sustainable development)

Table 4 Science centre communities and Science communication networks

(d) Policy makers: Partners who have existing links with relevant Ministries of Education and the European Policy Network on School Leadership (EPNoSL) will contact policy makers or coordinators of projects that focus on policy innovations (Table 5) for the RRI seminar.

Partner	Project	Contacts+ Email
FOR	EPNoSL	Coordinator: Kathy Kikis-Papadakisemail: katerina@iacm.forth.gr
OU	Eu-SPRI	info@euspri-forum.eu **Université Paris-Est, Institut Francilien Recherche Innovation Société (IFRIS)**

Table 5 - Policy makers' projects and contacts list

2.2. DEPLOYMENT: Creating opportunities for understanding and action

During **Deployment phase**, our dissemination plan aims to disseminate key information of ENGAGE framework, including exemplars and guidelines tested in order to increase as many community members as possible interested in the new materials and training opportunities. This might help us to address our project

targets. Considering that each country might have different approaches to reach its audience, the global plan will be, therefore, localised and branding materials adapted and translated by each partner as part of networking plans: D4.1, D5.1 and D6.1. This might help us to reach enough participants for ENGAGE workshops and online courses, creating then opportunities to promote more understanding of ENGAGE project. The dissemination plan also considers reaching people who are not aware of our project, but through their Institutions, other colleagues and the "word of mouth" type dissemination can then start to participate in ENGAGE website, events and our online community. During this phase, ENGAGE expects to reach various different stakeholders relevant for the three steps of teacher's professional development: ADOPT, ADAPT and TRANSFORM.

The key audience for Deployment phase are:

(a) **Heads of department/Principals:** they are vitally important for supporting teachers to adopt ENGAGE materials and participate in our professional development events. ENGAGE Partners who have existing links with groups of principals such as the European School Heads Association, will contribute to localise the ENGAGE global plan in order to get them on board by identifying how ENGAGE can contribute to department and school objectives in their countries. Some common areas for school improvement were already identified in DoW (pg. 80), such as:

- developing literacy
- 'personal, social and thinking skills'
- strategies for schools implementing a new science course.

(b) **Pre/in-service teachers and trainers:** partners responsible for CPD are aware about dissemination plan and will update and localise it during the Deployment phase.
Each participating country will:

- set up a cluster/partnership of teacher trainers.
- contact initial teacher education (ITE) institutions to disseminate our Materials, and pedagogies into their course,
- use teacher networks to reach trainee teachers directly, to encourage them to experiment with Materials in their practice schools.
- Contact opportunities to offer our Courses to in-service training providers

(c) **Scientific community:** Partners will involve research scientists mainly at local level, from some units of their universities and/or research institutions. This will be described in D7.2.

2.3.SUSTAINABILITY: Developing partnerships for innovation

During Sustainability phase**,** our dissemination plan aims to promote as many relevant partnerships as possible for knowledge exchange and innovation. This might be significant for ENGAGE not only for the brokering system between schools and experts, as part of WP6, but also for the sustainability of the project.

ENGAGE aims to promote opportunities for changes of practice resulting from the integrated teacher's professional development training process which included adoption, adaption and transformation of products, materials and approaches offered by our project. Our dissemination plan aims also to reach key groups and audiences who are those people able to "influence" and "bring about change" within their organisations. ENGAGE aims to equip this audience with the right knowledge and understanding of our work in order to achieve real innovation.

The key audience for Sustainability phase are:

(a) **Policy Networks:** Partners who have good existing links with relevant Ministries of Education and the European Policy Network on School Leadership (EPNoSL) will contribute to publicise successful project outcomes to these policy makers. ENGAGE intend them to see the real benefits of RRI-teaching, in the way it provides better curriculum experiences for students and professional development for teachers. The key actions will be:

- *sharing lessons learned during RRI seminar and other events,*
- *Identify priorities within partner countries,*
- *Organise meetings with policy makers and intermediaries*
- Publishing relevant information in the form of:
  - media campaigns, newsletters (News Alert Service), throughout the project, which highlight findings about student opinions on RRI issues press releases and identifying a high-profile champion to spearhead the campaign
  - short pithy policy briefs based on evidence emerging from our work, and aimed at ministers of education and their officials in all EU countries.
  - Inviting policy makers of ENGAGE events with an interesting role judges in our competitions and at the RRI Seminar

Where appropriate, messages will be written in two different formats: more extensive information to help intermediaries understand the context, and more concise for policy makers focussing on impact.

PART 2 – KEY MESSAGES

3. CONCEIVING ENGAGE MESSAGES

3.1. Common understanding of ENGAGE project

The method adopted for the conception of key messages followed various steps, in which all partners participated in. During the Preparation phase, which started in January 2014, WP7 developed a semi-structured survey which was disseminated to all partners as well as replied before our kick-off meeting in February 2014. This survey aimed to develop a common understanding of the project as well as key messages for ENGAGE project dissemination.

What feature(s) make ENGAGE different? (Engage – What?)

- Strong curriculum materials
- Active participation with engaging training approach
- Innovative pedagogy and experts

In what way will ENGAGE solve this problem? (Engage – How?)

- New pedagogies / IBSE
- Teachers professional development – collaborative community for teachers professional
- Curriculum materials, frameworks, platform, cooperation

What do you think is the problem that ENGAGES is aiming to solve? (Engage- why?)

- Creative and motivated way to teach science
- Confident way to handle complex scientific issues of real life / RRI
- Stimulating way to prepare future active science citizen

How would you describe to a science teacher what ENGAGE is about? (using only 1 sentence)

- Motivating students as future science citizens
- Hands on training on IBL and RRI, innovative resources
- Curriculum materials, models, ideas, projects for innovating practice
- Community of teachers across Europe

3.2. Viral marketing for ENGAGE project

Figure 1 and Figure 2 show partners during the kick-off meeting in February, 2014; who elaborated in groups a storyboard for "trying to sell ENGAGE". WP7 presented a summary of the survey analysis described in 3.1, which was shared online with more detailed information (Annexe 1) for partners to use as a reference for their storyboard.

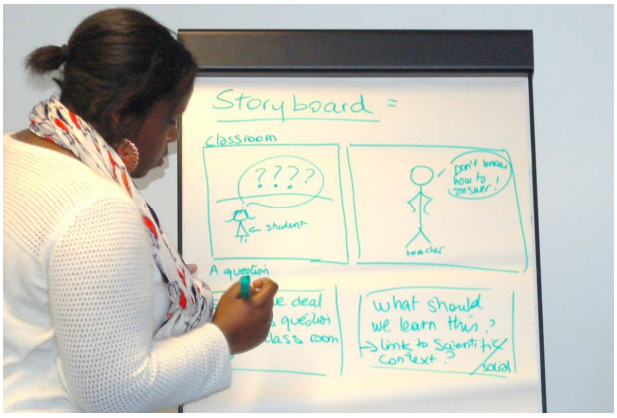


Figure 1 – Group 1 creating storyboard


Figure2 – Group 3 presenting Storyboard

During this process, all partners grouped in 3 teams created their ENGAGE videoclip storyboard for viral marketing of ENGAGE. Each group presented their work to a Science Teacher who gave us interesting feedback which was summarised below.

Group	Brief description
1- Engage anytime anywhere	The video starts with formal and informal conversations about Climate Change in diverse settings, places, countries, and actors. The video then introduces Engage, which will show teachers' students how real decisions are made by governments, scientists and the public working together. It finishes with Engage key features for teachers, their students and other audiences.
2- 'Expand the classroom'	The video introduces a polemic issue/question about Energy in the classroom and different actors from diverse background trying to visit the classroom to explain their solutions to the teacher and student using different approaches. ENGAGE project is then presented and key features for expanding the classroom with a very innovative approach
3- *Engage with Engage for Change*	The video shows diverse problems faced by teachers, and then presents key features of the project for teachers, students and other audiences. It also includes a viral marketing music The Fox and ends by emphasising students engagement

Table 8 – Groups productions for ENGAGE dissemination through videoclip

Group 1

"I like the way your storyboard started by looking at climate change as this is one topic that I find difficult to teach. The research keeps changing and I can't keep up! I was intrigued by the promise that Engage will show my students how real decisions are made by governments, scientists and the public working together. You mentioned controversial issues and students discussing, which are things I want to bring more of to my classroom. I was very interested in hearing about the teacher network and courses. Also, I like the idea of out of school activities and involving the parents - would Engage help us to organise this?"

Group 2

"I thought your storyboard was very creative and engaging. I would definitely keep watching to see how it ends! I liked the way at the end you simplified the message. Love the 'Expand the classroom' tagline. Thought this encapsulated what Engage is all about. You talked about making my students responsible and empowered citizens which is something that I personally think is really important - science is so much more than learning facts. You mentioned the teacher community but I wasn't sure what this was and how it would work from your storyboard. I think this is a selling point for Engage so would be good to add more on this."

Group 3

"I like the way your storyboard related to the 'normal' teacher. It was a bit depressing at the start - don't want to be reminded about the bad bits of my job too often but I like the way you showed how Engage can solve this problems.
You sold me Engage very well - I like the fact you mentioned that the resources would be in more own language and that the topics would be relevant and engaging to my students. You also talked about the teacher community and courses and very importantly - that they are free (very important if I'm trying to sell this to my headteacher!) Loved the tagline: Engage with Engage for Change".

Based on those feedbacks we selected important features for the branding materials, which should:

- be creative and attractive for catching their interest
- pack significant and clear messages that they can disseminate to other teachers
- contain all the information teachers need including courses and online community
- present what Engage could offer to teachers' students (not just to them)

3.3. Five key messages for Phase 1 - Preparation

Based on Partners comments, project presentation key messages and audience's feedback, five key messages emerged to show the essence of ENGAGE project described below, which were applied to develop branding materials.

1. Cutting-edge Science and Technology integrated to RRI issues
2. Big curriculum ideas for addressing School needs
3. Curriculum Materials to get students to talk and think
4. Enquiries into life-changing Science
5. Collaborative Learning for Teachers through workshops and online Courses

4. BRANDING MATERIALS

A survey with all partners were developed to support WP7 graphical designer team to prepare number of proposals for the graphical theme (figure 3). All consortium partners discussed and voted early proposals of graphical themes.

4.1. LOGO

The currently adopted theme is presented by Figure 3

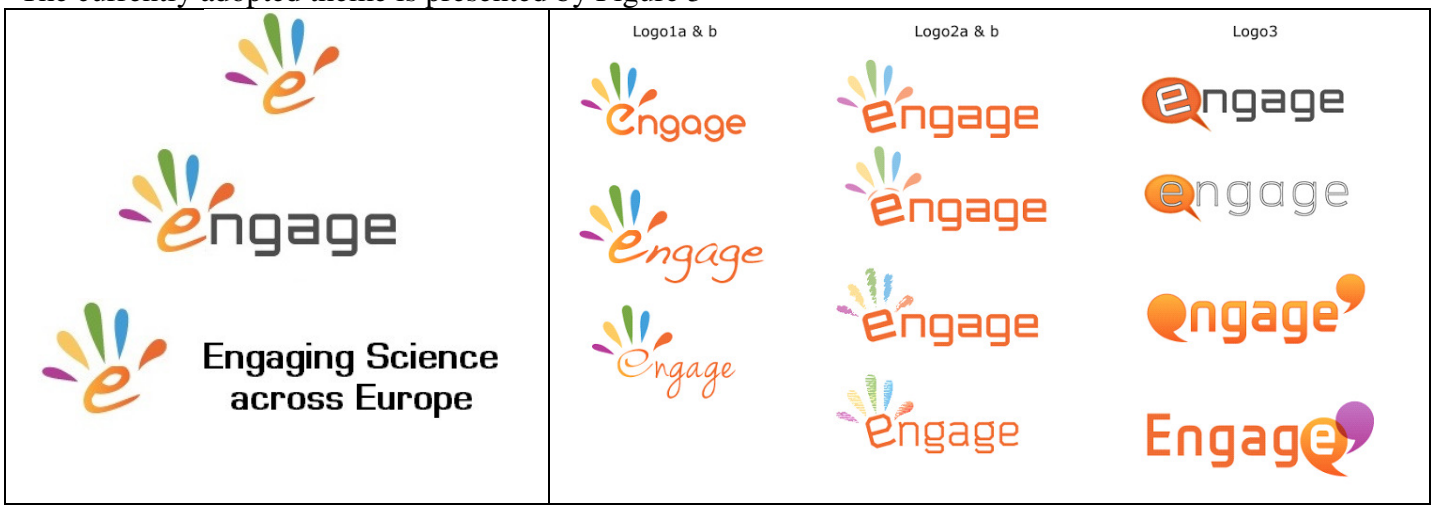


Figure 3 – ENGAGE LOGO and initial drafts

The survey analysis highlighted key features for the LOGO

What does this mean for the design of the logo?

- Simple and clean - but also familiar - as a badge
- nice to see, where you can imagine people, nature, sciences
- something that is current, attractive and eye catching.
- original, functional and easy printable.
- easily recognizable and be clearly directed at science teachers
- make you think about getting students more engaged
- encourage you to immediately click on a link and visit the website

Do any visual images occur to you?

- circles (belonging) and steps (developing)
- many people somehow connected with each other.
- something of interaction between humans and a scientific phenomenon that is relevant to real life.
- hands, maybe together, as of helping and supporting each other, maybe going together somewhere and voting hands as being participative into decisions
- Something that relates to the "engagement process", to the process of learning by being part of a community
- Something related to the 'future' and technology which we know students are interested in, and will communicate that it's about science, to teachers.
- Contemporary Science Teaching: "scientific argumentative thinking" - "scientific conversational model" - "collaborative debate of socio-scientific and ethical issues" - "scientific inquiry"
- a circle including different kind of concepts

What words would you use to describe our style?

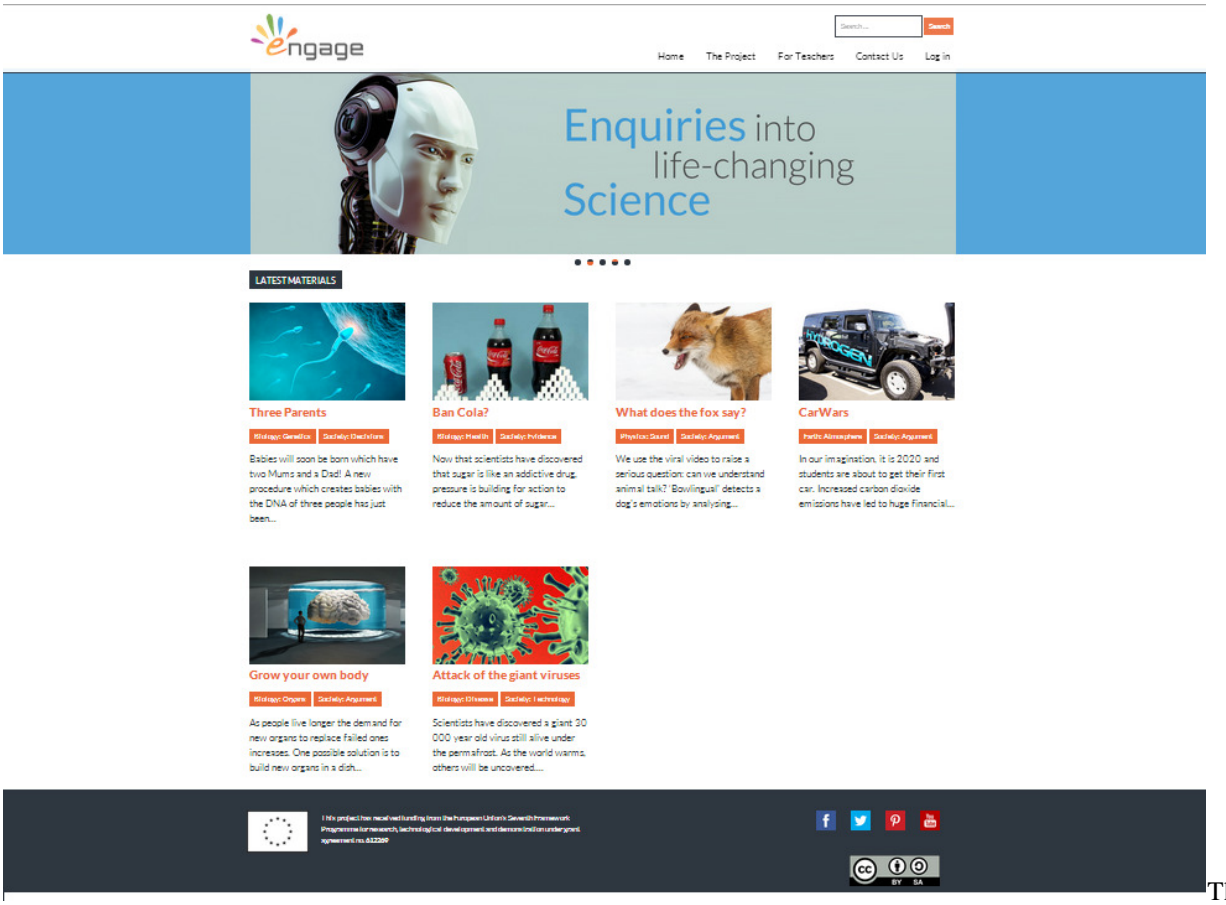
- not fancy - but meaningful - include word ENGAGE
- responsible, participative, creative
- current, colourful with simple lines.
- modern, clean-lines
- involved, focused, open mind
- participation, engagement, support
- Practical, linked with society (all society), but with deep thinking.
- Steps, reaching highest points
- post-modern, emphasizing the importance of power relationships, and discourse
- Dramatic, Future-orientated
- Inclusive - ie for all Europe, and for all students
- future - scientific - high tech - ....
- Thoughtful, "concerned scientist" (e.g. Einstein, Bohr, Pauling..)

4.2. Website

During the Kick-off meeting, partners decided to integrate the project website and Knowledge Hub Portal by using the same URL, which was provided by WP7 **"engagingscience.eu" .**

The project website was designed and developed by OU, responsible for technical implementation (WP2 task 2.1 project website) as well as branding (WP7 task 7.2 dissemination and branding). ENGAGE website development was grounded on the best practice guidelines from the European Commission (Commission, EU Project Websites – Best Practice Guidelines) as well as experience and ideas from the project partners obtained during the survey and feedback.

The project website, which has been currently translated by each partner, will be available in different languages at the beginning of phase 2 Deployment.



The Figure 4 – ENGAGE WEBSITE

Initial structure of the Project website for Preparation Phase is organized in 3 main sections:

1. The Project:

- **News:** describe key information related to RRI and IBSE events ,
- **Press Kit:** presents the ENGAGE Brochure, Logo and project presentation (for download)
- **About us:** describe key information about the project – aims and methodology
- **Partners:** presents the ENGAGE consortium
- **Documents:** list the public deliverable as well as publications

2. For Teachers:

- Materials: present all curriculum resources used for the pilots
- Coming Soon: describe events and resources in development, which will be available soon – workshops, online courses and video library

3. Contact:

- Key contacts: presents project coordinator, manager and administrator
- Contact form: area for people to contact us with comments

4.3.Social presence

Our dissemination plan aims to start from phase 1 (Preparation) to use social media and then to establish an online ENGAGE identity on phase 2 (Deployment) allowing likers & followers to stay updated about the project events – internal and external; to be informed about newly available outcomes, such as: project reports, software prototypes, ENGAGE framework and theoretical models, evaluation results, project presentations at live and online events, and whatever else makes the life of ENGAGE.

Early ideas about target networks and platforms:

- **Facebook page (Figure 5)**: as it is so popular both for private, informal use as well as for companies - services and products advertisement. We started to use it to share periodically published post from the project portal as well as partners' and followers' contributions, images from events as well as resources published such as curriculum materials and video clips

Figure 5- ENGAGE FACEBOOK PAGE

- **Twitter (Figure 6)** @engage_science**:** microblog platform has been used to share news about the project from events and blogs. A #engage_science hashtag was already spontaneously used by some of the consortium members. Our aim for the next year is again to periodically provide news basing on periodic posts from the project portal, together with the announcement and advertising of events as well as key information shared in conferences.

Figure 6- ENGAGE TWITTER

- **Pinterest (Figure 7) Engagingscience:** is a visual discovery tool that ENGAGE partners are using to collect ideas from Science news. Participants (interested in materials) can create and share collections (called "boards") of visual bookmarks (called "Pins") that they use to do things like projects, link to the curriculum, create new materials.

Figure 7- ENGAGE PINTEREST

- **Youtube (Figure 8) Engaging Science:** a video-sharing website, has been used to grow audiences. ENGAGE coordinator (SHU) with Dissemination leader (OU) will produce a video clip about the project at the end of preparation phase. Partners will be able to add translation. Video clips for online courses will be also selected and/or produced by partners under content supervision of HIV and technical support of OU.

  ENGAGE channel in YouTube were already created (Figure 8)

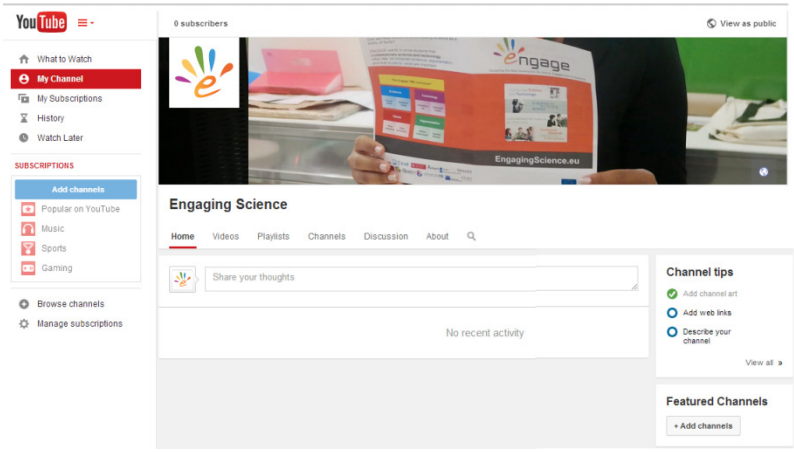


Figure 8- ENGAGE YOUTUBE

4.4. Project Presentation

ENGAGE Presentation were also produced according to the ENGAGE theme (Figure 9).

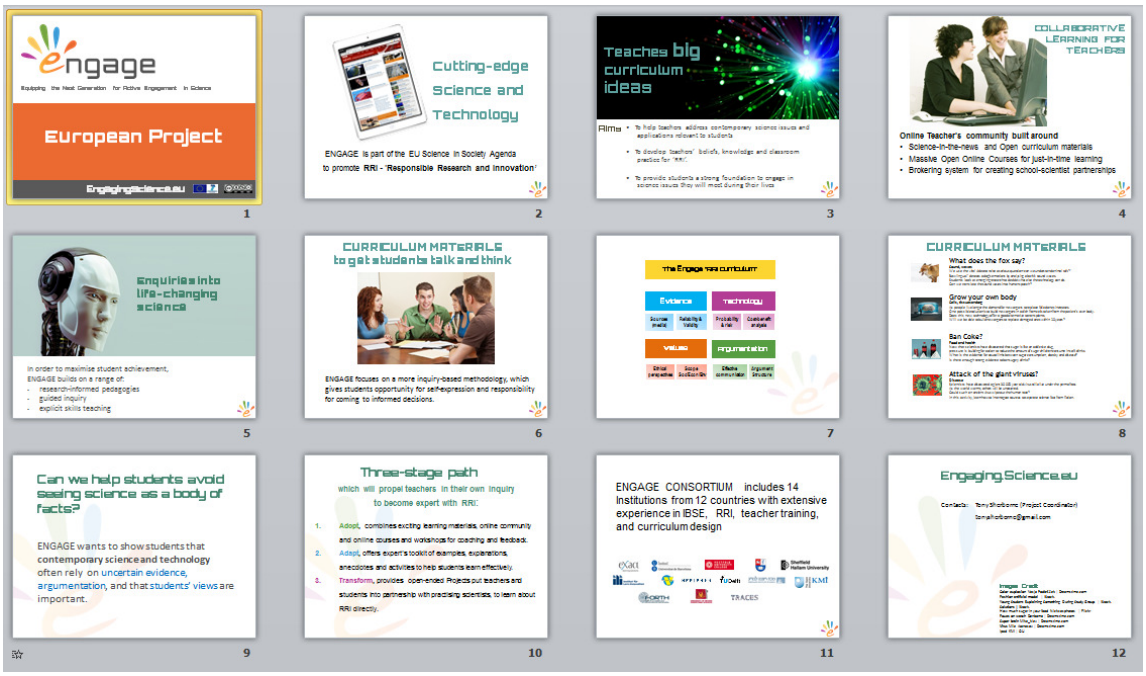


Figure 9 – ENGAGE PROJECT PRESENTATION

4.5. Project Brochure

ENGAGE Project Brochure presents global information about the project for various stakeholders (RRI experts, teachers, researchers, partners' institutions and collaborators) (Figure 10).

Figure 10. ENGAGE PROJECT BROCHURE

4.6. Branding Template for Learning Materials

Three templates were developed based on ENGAGE BRANDING:

1 . Teachers Guide (editable text document – Figure 11)

2. Material presentation for the classroom (editable slide – Figure 12)

3. Student Sheets (editable illustrated document – Figure 13)

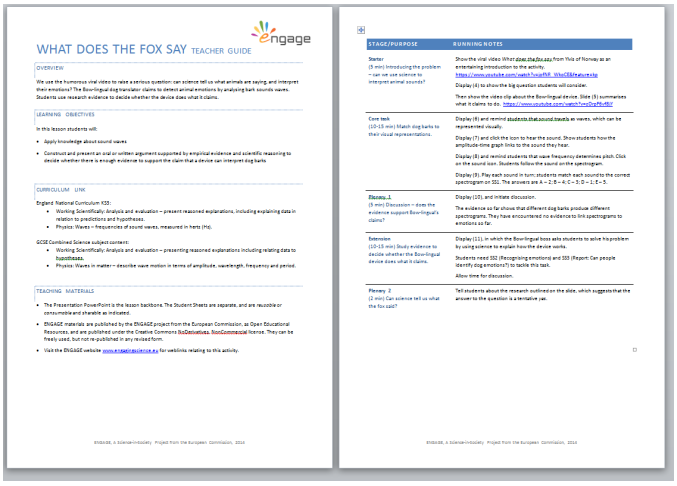


Figure 11. ENGAGE TEACHERS GUIDE

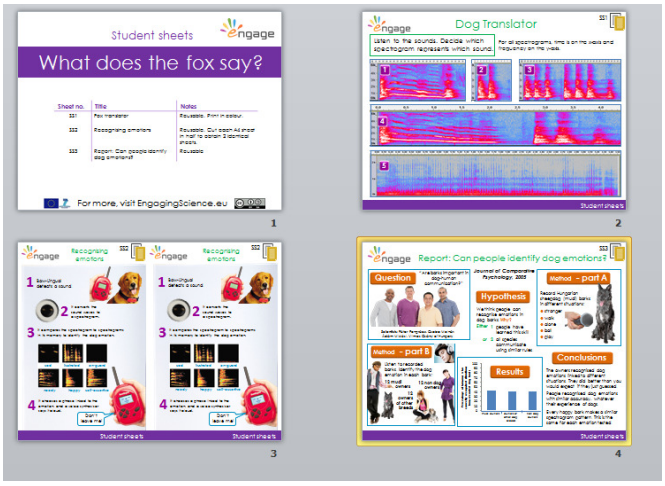


Figure 12. ENGAGE MATERIAL PRESENTATION

Figure 13. ENGAGE STUDENT SHEETS

4.7. Branding Template for Project Documents

Project documents (Figure 14) and presentation template (Figure 15) were also designed according to the ENGAGE theme

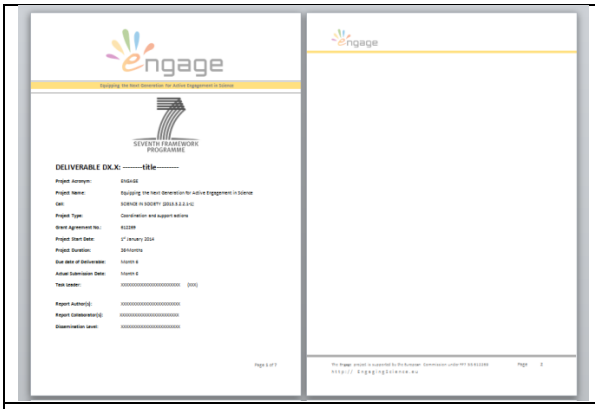


Figure 14 – ENGAGE DOCUMENTS

Figure 15 – ENGAGE PRESENTATION TEMPLATE

5. CROSS-PHASE DISSEMINATION

Throughout the project, partners will spread awareness of ENGAGE, reach and influence stakeholders by writing for relevant publications and presenting at events. The table below shows the extent to which we can publicise ENGAGE at a national level.

All research outputs will contain an acknowledgement of the funding source as follows:

Acknowledgement

The research leading to these results has received funding from the European Community's Seventh Framework Programme fp7/2007-2013 under grant agreement No [612269].'

The Coordinator will seek the prior approval of the European Commission and in particular, the Scientific/Project Officer, for participation in conferences, seminars, and events for networking or knowledge gaining purposes, or for presentation of ENGAGE, by describing and justifying the added value of such involvement. We will make our best effort to ensure that all articles published in journals are also made publicly available."

Dissemination activities in events including publication and partnerships, both planned and carried on during the project, have been already tracked via a shared table on Google doc. The table (Figure 15) is ordered chronologically by event start date, with past events at the bottom and recent and future events at the top. The status of the activity is updated over time: it can be a simple proposal for participation ("opportunity"), an intention to participate ("planned"), the actually done submission waiting for feedback ("submitted") until the evaluation results ("accepted/rejected"). Partners can also share images about events in Google doc (Figure 16, 17 and 18).

Start	End	Event name/title	Where	Website	Kind of event	Short description of the event	Partner	Status	Partner's kind and modality of participation	(approx) number and kind of contacts	outcomes & follow-up	Material
05/05/2014	08/05/2014	PCST2914 Public Communication of Science and Technology Conference	Salvador Brazil	http://www.pcst-2014.org/index.php/en/pcst2014	International Conference	Presentation of papers and informal talk about ENGAGE project	OU UK / TRACES	done	paper presentation	IBSE researchers, RRI academics, science communicators		brochure
05/04/2014	07/04/2014	NSTA2014 National Science Teachers Association	Boston, EUA	http://www.nsta.org/conferences/national.aspx	International Conference	Worshop about Authentic Inquiry: Raise Motivation and Results with Real Science	SHU UK / OU - UK	done	workshop	science educators		brochure

Figure 15 - Dissemination activities on Google doc

Figure 16 Brochure distributed at PCST 2014

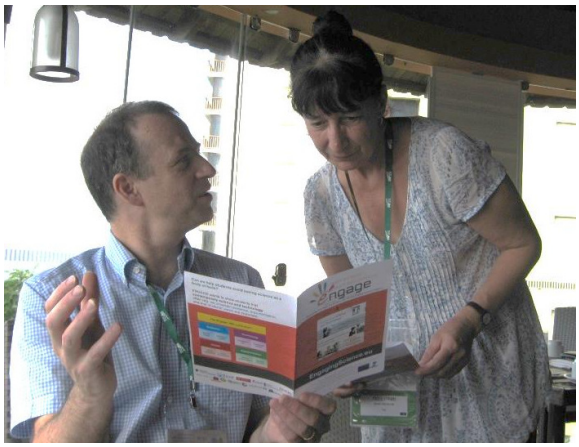


Figure 17 Traces presenting the project to RRI contact

Figure 18 OU presenting the IBSE through the European project weSPOT and future steps with ENGAGE project

PART III - EVALUATION AND NEXT STEPS

6. ENGAGE TARGETS

Regarding to target groups, ENGAGE dissemination plan was elaborated and will be continuously improved with the aim to reach the key stakeholders of our project during the period of 2014 to 2016:

> 11750 teachers have used our topical Materials, and used the online 'just in time' content
> 2 million students aged 11-16, across partner countries use of ENGAGE Materials

ENGAGE global plan will be localised by all partners, particularly in the eleven countries who are delivering the Engage Training for teachers. Table X below, which shows the number of teachers per phase and year, will be used to guide the localised dissemination plan in each country.

	YEAR 1			**YEAR 2**					**YEAR 3**							
	ADOPT			**ADOPT**			**ADAPT**		**ADOPT**			**ADAPT**		**TRANSFORM**		
Partner	1	2	3	1	2	3	1	2	1	2	3	1	2	1	2	4
FAU	700	25	30	700	25	30	400	25	1400	25	30	400	25	80	25	25
SHU	650	25	30	650	25	30	300	25	1300	25	30	300	25	60	25	25
TRA	600	25	30	600	25	30	300	25	1200	25	30	300	25	60	25	25
UB	450	20	25	450	20	25	230	20	900	20	25	230	20	60	20	20
VUT	200	20	20	200	20	20	100	20	400	20	20	100	20	20	20	20
FOR	100	15	20	110	15	20	60	15	220	15	20	60	15	20	15	15
WZ	80	15	15	80	15	15	40	15	160	15	15	40	15	20	15	15
HIV	50	15	15	50	15	15	30	15	100	15	15	30	15	15	10	10
DICS	40	10	10	40	10	10	20	10	80	10	10	20	10	10	5	5
LEU	40	10	10	40	10	10	20	10	80	10	10	20	10	10	5	5
UNI	20	10	10	20	10	10	10	10	40	10	10	10	10	10	5	5

Key: 1 = Materials usage (new teachers/year 2= Online course participation (teachers per year), 3= Workshop attendance (teachers per year), 4 = Mentoring in community

Most of partners have already started dissemination actions, this include various initiatives from eleven countries responsible for delivering ENGAGE programme during phase 2. Four partners who are participating of the ENGAGE pilots led by WP1 have included dissemination activities done so far too (Table 1) with preliminary outcomes. This has been already tracked via a shared table on Engage wiki, where any partner can include information comments and suggestions.

Partner	Period Jan-Aug	Methods	(TSchool/Community/ Network)
SHU	APRIL/2014 JUNE/2014 JUNE/2014	Informal Talk Institutional news Website sent by email	NSTA Conference Sheffield Hallam University website UPD8 teachers network and collecting feedback OUTCOMES: 350 science teachers signed in the Engage Portal
OU	MAR/2014 MAY/2014 JUNE/2014	Institutional news Presentation Presentation	The Open University website PCST Conference FIET Conference OUTCOMES: 500 brochures distributed 10 followers from PCST community in twitter.
WZ	April-May 2014 June 2014	Informal talks Website sent by email Translated Brochure dissemination at Newsletter	Teachers' summer programs and conferences
FOR	APRIL/2014 MARCH/2014 JUNE/2014	Informal talks Presentation Presentation	Science Teacher Councillor of west Crete, Science Teacher Councillor of East Crete, Head of the 11th High School of Heraklion, teachers of the Experimental school of Heraklion Workshop for Head Teachers (from Greece and Cyprus) that we organized in collaboration with the Science Teachers Councillor of West Crete Workshop organized by the project IRRESISTIBLE on RRI thematic, in which researchers, teachers, representatives of science centres and museums participated
UNI	March 2014	Departmental Newsletter Presentation	University email list + university website In-service teachers local conference
TRA	Feb 2014 March 2014 May 2014 June 2014	Informal talk Presentation Mail Brochures	 PCST conference ECSITE conference Official meeting with representative of Education Nationale
UB	MAR/2014 APRIL/2014 MAY/2014 MAR-MAY/2014 JUNE/2014	Institutional info Short Presentation Short Presentation News website sent by mail	UB, FutureLearning website (projects section) Within a Teacher training course on competence based learning (UB) Within a Teacher training course on competence based learning (ICE) Regular news (5) on ENGAGE activities (www.facebook.com/UBFutureLearning) to Pathway community in Spain

Table 9 dissemination activities from January 2014 to June 2014

7. SUMMARY

Basing on principles reported in section 2 we can summarize the activities reported in section as following:

Phase	Strategy	Means
PREPARATION:	Promoting awareness	• ENGAGE website, with press kit (Brochure, project presentation • Institutional news in Science Centres and partners' Universities, • project presentations in schools, • talks and demos in conferences, • RRI seminars • Social Media
DEPLOYMENT:	Creating opportunities for understanding and action	• ENGAGE website in different languages with ENGAGE framework, Localised and Translated Branding Materials • Newsletters with latest exemplars and workshops • Online courses (MOOC) • Talks and demos in conferences, • RRI seminars • Social Media
SUSTAINABILITY	Developing partnerships for innovation	• ENGAGE website integrating brokering system • Newsletters with Partnership opportunities between schools and experts • CPD events: online and Science Centres • Interviews and best practices, press release and science communication networks • Talks and demos in conferences, • RRI seminars • Festivals • Social Media

Table 10: Summary of dissemination actions

For the next period, we plan a new establishment and keeping alive of social presence and newsletter, in addition to the continuation, maintenance and update of existing activities, materials and channels.

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Annexes

ENGAGE branding emerged from the analysis of a semi-structured survey with all partners. A summary of partners' survey responses. Each question addressed the What? How? Why? of ENGAGE.
Main themes have been identified.

What feature(s) make ENGAGE different? (Engage – What?)

STRONG CURRICULUM MATERIALS

- The model draws on coherent and strong curriculum materials to inspire confidence in teachers new to the strategies. The model identifies and builds on an existing group of teachers who already exhibit good practice as advisers. The model draws on best practice in new online learning materials to ensure reach.
- For the teachers, engage will be different as it will provide resources relate to current events (from the news). Also, the support to treat RRI issues is a new thing (i.e. many teachers feel it is a gap in their skills)

MASSIVE PARTICIPATION / TRAINING APPROACH

- An active participation of the teachers for creating a tool really adapted at their needs.
- The massiveness of the training approach and the cross European engagement.
- The three stage model proposed for absorbing the RRI-teaching as an important approach by the Science teachers.
- Flexible, realistic and innovative CPD approach (adopt, adapt, transform stages and teacher inquiry learning cycle); combination and synthesis of various resources, materials and methodologies for use and implementation during CPD, which is more likely to meet the challenge of engaging big audiences of teachers with different teaching and learning cultures among European countries.

INNOVATIVE PEDAGOGY AND EXPERTS

- the varied expertise of partners, an innovative approach and pedagogy to RRI
- New ideas. new concepts, new methodology
- The fact that focuses to sis issues; that its target group are teachers and pedagogy, and that it uses everyday issues as feed for the lessons
- Furthermore it brings together teachers and scientists and finally, it uses online platforms as communication means
- Coherent approach to teacher learning
- Focus on emerging science and technology, in topical issues
- Building on a lot of expertise, and research
- Partnership between schools and experts
- Exciting lessons with high quality scientific discussion
- Students' rich, creative outputs from their in-depth inquiries
- See above: mix of competence, attention to actual implementation. It will not address only bright students, but everyone, including low socioeconomic status.

In what way will ENGAGE solve this problem? (Engage – How?)

NEW PEDAGOGIES / IBSE

- Through inquiry based science education (IBSE) young people develop critical thinking and scientific thinking that enables them to interpret evidence and make informed judgements.
  ENGAGE is working with thousands of teachers across Europe to develop their skills and confidence in adopting new pedagogies to enthuse and inform their students.
- Making sense of academic knowledge by involving students in ethical reflection.

- Changing the way that science teaching is performed today: enable students conceptualise the uncertainties in scientific knowledge , and the ethical dimensions of scientific endeavour as conducted by scientists and been used by several social and other groups. Also link education with out of school agents and practices like scientists
- combining experience in science and technology studies, science in society issues, science education and e-learning, we will produce an understanding of obstacles and best practices in how to cross RRI and IBSE in practice, and products that will be usable and used by teachers

BACKGROUND, MODEL AND TRAINING

- a comprehensive theoretical background and hands on training and resources to the teachers and to institutes.
- a model for teachers' development in this area
- training to teachers on the use of inquiry and resources to be used in the classroom on issues of relevance for the society.
- Teachers professional development – Steps (Adopt/Adapt/Transform)
- helping teachers to develop their beliefs, knowledge and classroom practice, by involving RRI in their teaching process.
- innovative, realistic and flexible professional development courses to pre- and in-service teachers with an RRI focus both within formal and informal learning contexts.

CURRICULUM MATERIALS, FRAMEWORKS, PLATFORM, COOPERATION

- context-based teaching - curriculum materials
- various frameworks and platforms for implementation and dissemination
- I close cooperation of European scientists, in-service and pre-service teachers and students
- Materials which bring topical issues, and intriguing questions about new science and technology into the classroom, and give students the chance to explore the implications to themselves, their communities and to society.
- A set of solutions for teaching this way, a community with which to develop their thinking and share ideas, and 'just-in-time' learning.

What do you think is the problem that ENGAGES is aiming to solve? (Engage- why?)

CREATIVE AND MOTIVATED WAY TO TEACH SCIENCE

- change the way science is taught across Europe - that turns young people off science - teaching science as a body of static knowledge.
- new teaching methods, motivation of youth towards science
- A disconnection between science training at school and science in society today.
- To find the suitable ways for engaging the next generation to be more attracted by Science
- Showing students that school science helps them and how it relates to their interests and concerns.

CONFIDENT WAY TO HANDLE COMPLEX SCIENTIFIC ISSUES OF REAL LIFE / RRI

- Contemporary Science Teaching through RRI and Inquiry-based Education
- Teachers need to become more creative and confident in the way they teach science and to be able to handle the complex scientific issues Responsible research and innovation problems,
- it is aiming to solve the teachers' lack of knowledge and experience with Inquiry-based learning and responsible research regarding STEM.
- To re-contact real life (political, social and economic decisions of everyday life) and scholar knowledge through a reflexion about values. It's a first step near an education for sustainable development.
- Knowing how to value research choices (in positive or negative terms) is extremely important in today's democratic society,
- The lack of serious treatment of RRI issues in school science

1) Showing students that school science helps them make sense of the science going on in the real world
2) helping teachers with the skills, knowledge and attitudes to do the above
How to best equip young people with the scientific and technological skills needed in everyday life

STIMULATING WAY TO PREPARE FUTURE ACTIVE SCIENCE CITIZEN

- everyone is called to express themselves through voting and participation. Science as school today do not prepare future citizen that will not become researchers to have an opinion about scientific issues.
- participate in scientific issues, in the respect of RRI - fundamental choices for the future
- stimulating the current students into becoming active and engaged citizens.
  The active participation of students in the society in terms of socio scientific issues
- make informed choices and engage actively in a democratic knowledge-based society.
- make students able to connect the science they learn in school to real world problems and discussions that concerns application e.g. science and technology, and to integrate their understanding with ethical thinking and values in a rational manner.
- Promote students' involvement in scientific issues and debate of social concern.

How would you describe to a science teacher what ENGAGE is about?

MOTIVATING STUDENTS AS FUTURE SCIENCE CITIZENS

- a fantastic opportunity to develop your own practice and science confidence in teaching and at the same time make a positive impact on student engagement and scientific thinking (and attainment?)
- creation of a tool that allows to motivate students to perceive science beyond the mere acquisition of knowledge
- providing the future citizens of what they really need
- motivate the young generation to choose Science in their career.
- This will help you design better class, but also give a different meaning to science for your students.
- It's going to excite students with the implications of technology that matters to them - now, and in the future.
- help students be active in using science/technology to create the society we want, and learn values like being critical, reflective and ethical.

HANDS ON TRAINING

- Provides sound pedagogical background on IBL and RRI, innovative resources and hands on training with focus on STEM subjects.
- innovative strategies and pedagogies, training teachers over time to accomplish a change
- It's going to motivate teachers to learn more deeply how science and technology are changing the world
- We will provide you with on-line training and tools to talk about science, linking it to science in the news, research, to social impact of science.
- ENGAGE is the staircase that contain the steps that have to be followed by each teacher in order to promote an attractive way of teaching Science
- ENGAGE provides flexible teacher training (both face to face and online) on various levels of expertise.

CURRICULUM MATERIALS, MODELS, IDEAS, PROJECTS FOR INNOVATING PRACTICE

- A makeover for science across Europe.
- It's going to show teachers how easy it is to cover the curriculum in more interesting ways, using issues around science and technology
- high quality learning materials for engaging students with socio-scientific debate, argumentative thinking and decision making

- novel ideas, innovative teaching materials and methodologies, with an aim to equip your students with the scientific and technological skills needed in everyday life, so that they can make informed choices and engage actively in a democratic knowledge-based society.
- RRI and new teaching development models
- ENGAGE takes an issue that appears in the news and in 2-3 weeks develops a teaching material ready to use in the classroom. It allows you to use inquiry and helps you in the discussion with the students of RRI issues.

COMMUNITY

- Engaging to ENGAGE is an opportunity for you to be a part of and interact with a learning community, that will give you insights,…
- massive European community of teachers.
- linking science and citizenship education through pedagogy about ssi in an online environment with communication with scientists.

Where is the ENGAGE brand going to live?

- online platform, with lots of interaction, lot of documents (online and printed materials)
- community of teachers across Europe
- adaptable tools, accessible via the Internet
- presentations in conferences
- qualification, knowledge
- Pdf flyers, Materials, Email marketing messages
- Website
- PowerPoints for dissemination events/Workshops
- Youtube promotional materials
- high quality, interesting, attractive learning materials, sequences and projects
- Contemporary curriculum easy to adopt, adapt and transform