



FOSTER

Open Science Trainer Bootcamp

April 2, 2019, Kaunas, Lithuania





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Introductions





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What we'll be doing today



- Setting the scene
- Who is your audience?
- Identify their training needs
- Identify learning objectives
- Explore different formats
- Design and evaluate your own mini-training
- Troubleshooting

What is your role as trainer?

Why do you want to give Open Science
Training?

Who is your audience?

How can you reach them most
effectively?

What IS Open Science?



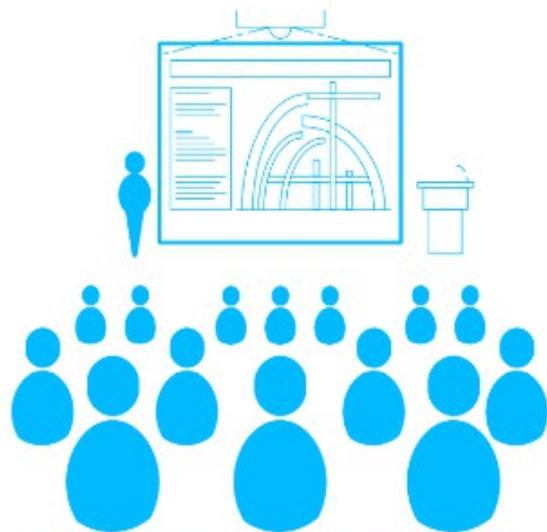
This is not an Open Science Training!



Go to www.menti.com and use the code **16 84 68**

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eifl
KNOWLEDGE
WITHOUT
BOUNDARIES



Open Science Training



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**Training examples & practical
guidance
(Helene)**



Open Science Training Handbook - Open Science Basics



Open Concepts & Principles



Open Research Data & Materials



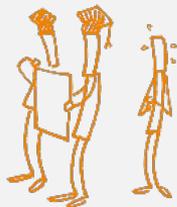
Open Research Software & Open Source



Open Education Resources



Open Access to Published Research Results



Open Peer Review, Metrics & Evaluation



Open Science Policies



Reproducible Research & Data Analysis



Open Licensing & File Formats

Open Science Training Handbook - Open Science Basics



What is it?



Why is it important?



Learning objectives and outcomes to achieve



Key components: Knowledge & skills



Questions, obstacles, & common misconceptions

Further resources

book.fosteropenscience.eu

On Learning and Training



How to

Prepare your workshop

- Theoretical learning strategies
- Different audiences
- Strategies to develop motivation

Execute your workshop

- How to design a course
- How to choose content
- How to start training

& reflect on your workshop

- Aspects to evaluate

Organisational Aspects



- Venue
 - Timing & budget
 - Equipment & media
 - Marketing & advertising strategy
 - Registration
 - Evaluation
- Check list



Example training outlines



24 exercises:

Format, time needed, topic, learning objectives, description, materials needed, level of prior knowledge, how to adapt

Open Science Café

Enable low-threshold discussion and dialogue between different stakeholders

Open Science Café
Brought to you by:



Scientific publishing will always be dominated by commercial publishing houses.

Open data should be a responsibility of the institution, not of the individual researcher.

When assessing quality of research, 'openness' should be as big a factor as journal prestige.

Data sharing is more important than Open Access to publications.



CC BY Martine Oudenhoven

www.fosteropenscience.eu/content/organise-your-own-open-science-cafe

<https://zenodo.org/record/1341023#.XDyZPM1S8I0>

July 20, 2018

Project deliverable

Open Access

Recommendations on Open Science Training

 Iryna Kuchma; FOSTER Plus consortium

Other(s)

 Helene Brinken;  José Carvalho;  Antónia Correia;  Eloy Rodrigues; Anna Schwickerath

Building on Open Science Training Handbook (available as gitbook at <https://book.fosteropenscience.eu/> and in the github repository at <https://github.com/Open-Science-Training-Handbook>), and on successes of over 40 online and face-to-face events that FOSTER organized in 2017-2018, this report provides good practice recommendations on open science training targeting researchers and multipliers – train-the-trainers approaches for research support staff and librarians. It includes the following:

- A selection of open science topics to include in your training activities;
- Useful tips on how to plan based on outcomes rather than objectives;
- Overview of types of training based on the audience size, funds available, duration of training and training levels;
- Organizational task checklist;
- Exercises and glossary;
- Overview of FOSTER training events for life science, social sciences and humanities and FOSTER open science clinic series of speed counselling for early career researchers, Tech Transfer and Grant Officers and National Contact Points for Horizon 2020;
- Recommendations on train-the-trainer approaches highlighting our experience from FOSTER open science trainer bootcamp and materials from two other train-the-trainer courses: ELIXIR EXCELERATE and Powering up your 2018 (data skills) from ANDS, Nectar and RDS.
- Roadmap for implementing open science training practices in research institutions suggesting six practical actions to be implemented by research institutions to support a cultural change towards open science.

842

 views

564

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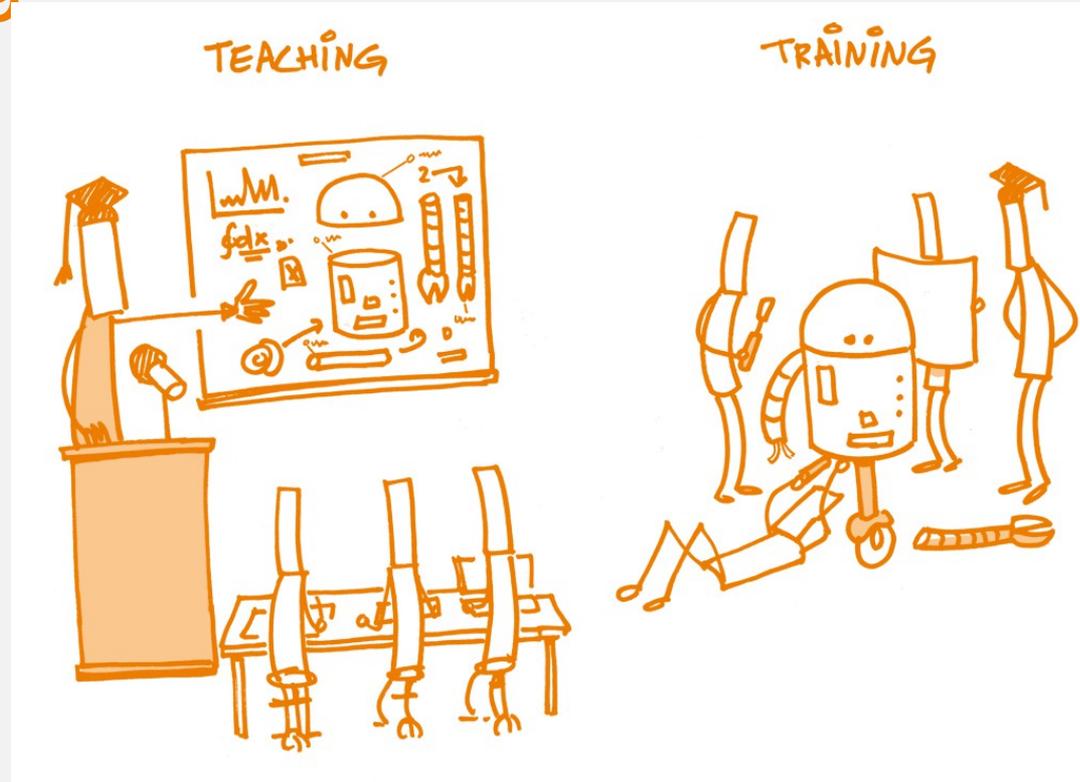
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July 20, 2018

DOI:DOI [10.5281/zenodo.1341023](https://doi.org/10.5281/zenodo.1341023)

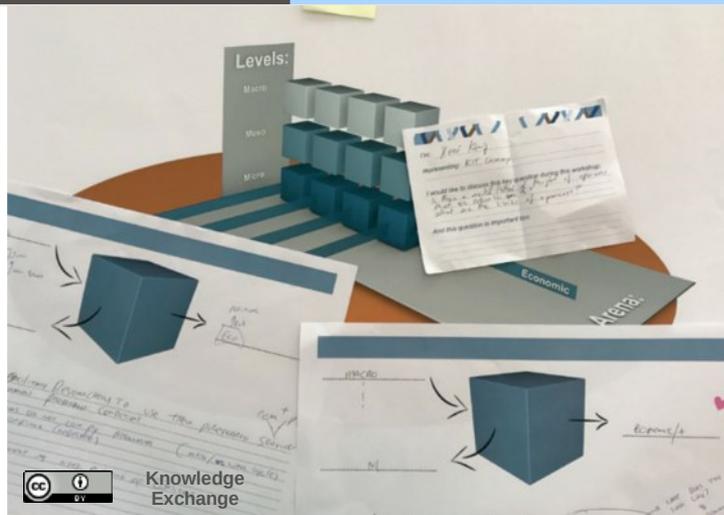
Examples for hands-on & interactive Training



Homo Ludens: Man is playful



Visualization



Simplifying difficult concepts

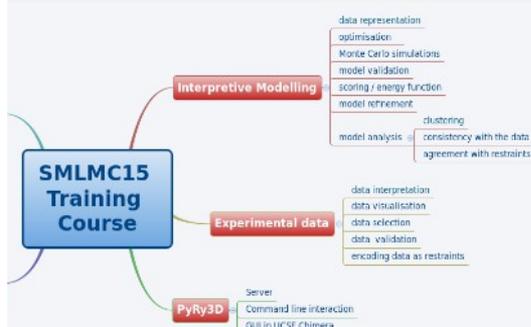


Sketching/graphic novel

Mind maps

Stickers

Word clouds

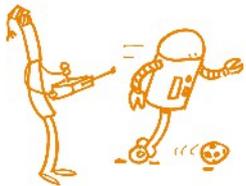


Melanie Imming

Why use a word cloud?



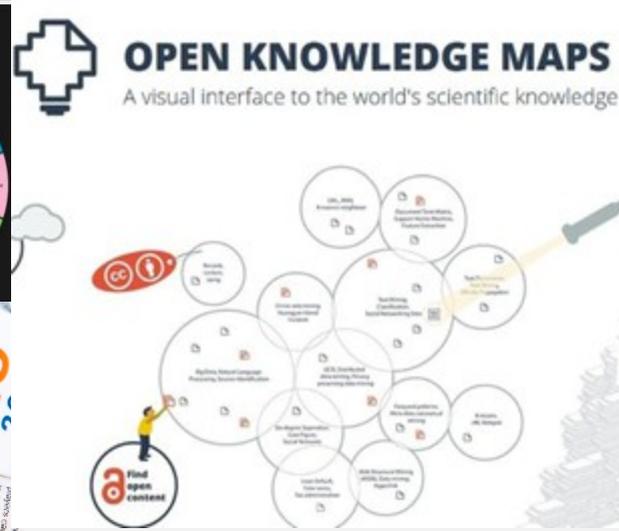
Homo Ludens: Man is playful



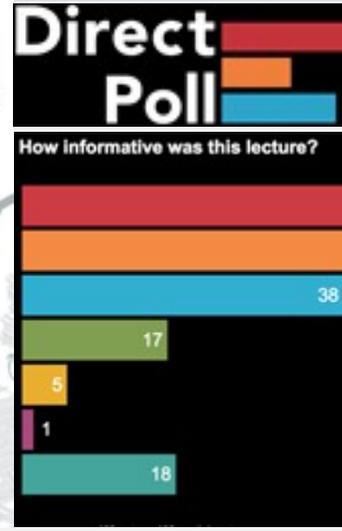
Gamification & engagement



Card/board games
Playful elements



Competitions
Puzzles



Polls
Quizzes



OpenUP



Sundsbo, Katrine. 2019. *'Open Access Escape Room: The Key to OA Engagement?'* Insights 32 (1): 8

"Open Data Excuse" Bingo

Floor Quality	What
People may misinterpret the data	There
It's not very interesting	We m
We'll get spam	Lawy

For open data teams; print out a copy and put it on your office wall. Cross

Homo Ludens: Man is playful



Rewards & incentives



Paula Andrea @orchid00 · 20 Apr 2018
Feeling accomplished! #FOSTERbootcamp



Certificates



Completed course Data Protection and Ethics



Completed course What is Open Science?

Badges



Networking opportunity

Prices



Mareike Buss @mchbuss · 9 Oct 2018
The winner takes it all 🏆 - and shares it with the other participants 🤗
#scientificscavengerhunt is serious games at its best! Thanks for an inspiring session @peterkraker #DI4R2018 #okmaps #OpenScience



Coffee



Brown bag lunch



Share your

What was the best training you attended?
experiences!
What was the worst training you attended?

- What did all of them have in common?
- What parts of it were predictable?



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**Open Elements in your
training
(Gwen)**



How to improve the openness of your training



Being open is being inclusive



**How to
improve
the
openness
of your
training**

**Feel free to reuse what is
available**

**Lots of people in the OS community have
shared their materials: please use whatever
they have used and tested!**

Reusable Courses

What is Open Science?	Best Practice in Open Research	Open Access Publishing	Open Peer Review	Sharing Preprints
				
Data Protection & Ethics	Open Source Software & Workflows	Managing & Sharing Research Data	Open Science & Innovation	Open Licensing
				

www.fosteropenscience.eu/toolkit

Open Science Courses

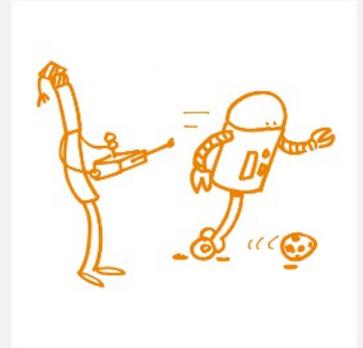


Answering burning questions of researchers

Where relevant, discipline specific examples (CRG, GESIS, DARIAH-EU)

Interactive content (gamification, quizzes)

Reviewed by community



www.fosteropenscience.eu/toolkit

Badges



- 5 learning paths
- Effort 2-4 hours
- Complete a set of courses & get a badge

FOLLOW OUR LEARNING PATHS:



The open peer reviewer



The responsible data sharer



The reproducible research practitioner



The open innovator



The open access author

Learning paths

The
Reproducible
Research
Practitioner



The Open
Peer
Reviewer



The Open
Access
Author



Open science trainer's corner

Do you organise Open Science trainings yourself or are planning to do so? On this page you can find a set of materials that offer some inspiration or help you to get started in the first place. Take a look and adapt or re-use the resources for your own trainings.



The Open Science Training Handbook

This handbook brings together methods, techniques and practices, to support educators of Open Science to create high quality and engaging trainings. It is available under [Creative Commons Public Domain Dedication \(CC0 1.0 Universal\)](#). You do not have to ask our permission to re-use and copy information from this handbook.

- Access the Open Science training handbook [here](#).



Illustrations, icons & cartoons

<https://www.fosteropenscience.eu/trainers-materials>

During the book sprint the artist Patrick Hochstenbach draw more than 100 icons and cartoons to illustrate the Open Science training handbook. They are now for you available under [Creative Commons Public Domain Dedication \(CC0 1.0 Universal\)](#) to re-use.

- Download the large set of small icons such as a book, coffee, researcher, megaphone etc. here: [Large ZIP archive of PNG graphics \(1.5Mb\)](#)
- Download the 16 cartoons, e.g. fundamental rules of open science here: [ZIP archive of 16 PNG illustrations \(15Mb\)](#)



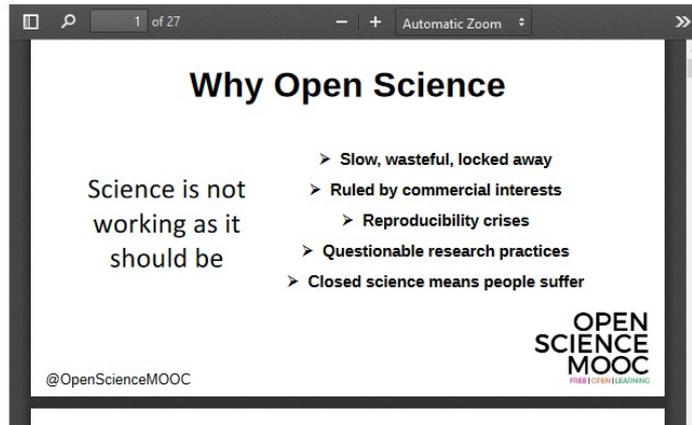
<https://opensciencemooc.eu>

Welcome to the home of the Open Science MOOC!

This website provides information about our MOOC, its rationale, the current state of the project, and the [people](#) behind it.

This is a mission-driven project to help make 'Open' the default setting for all global research. We want to help create a welcoming and supporting community, with good tools, teachers, and role-models, and built upon a solid values-based foundation of freedom and equitable access to research.

Therefore, we see Open Science as a goal: broad adoption of good scientific practices as a fundamental and essential part of the research process.



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Open Science MOOC @OpenScienceMOOC
Now also available via the [@internetarchive! archive.org/details/OpenSc...](#) 15m

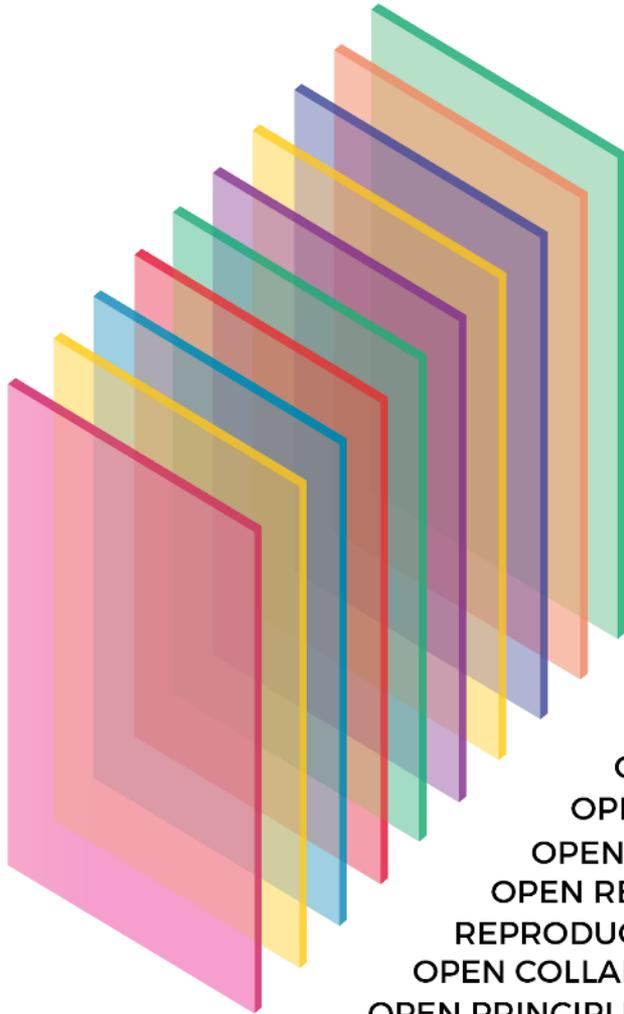
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Jon Tennant @Protohedgehog
Now also available on Soundcloud too! [soundcloud.com/open-science-m...](#) 1h

Open Science MOOC @OpenScienceMOOC
The audio accompaniment to Module 5: Open Research Software and Open Source is now online! [youtube.com/watch?v=XC5NmK...](#) #OpenSource #OpenScience
You can find the related practical tasks



OPEN SCIENCE MOOC

FREE | OPEN | LEARNING



OPEN ADVOCACY
OPEN EDUCATIONAL RESOURCES
PUBLIC ENGAGEMENT WITH SCIENCE
OPEN EVALUATION
OPEN ACCESS TO RESEARCH PAPERS
OPEN RESEARCH SOFTWARE & OPEN SOURCE
OPEN RESEARCH DATA
REPRODUCIBLE RESEARCH & DATA ANALYSIS
OPEN COLLABORATION
OPEN PRINCIPLES

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How to get the most out of your microarray experiment. A Webinar
"Materials from the ELIXIR webinar "How to get the most out of your microarray experiment", Feb 14, 2017

Keywords: life sciences, microarrays, eLearning, EeLP

Resource type: course materials, Training materials, Slides



ELIXIR eLearning definitions
Materials from the asynchronous learning course "ELIXIR eLearning definitions"

Keywords: eLearning, training, EeLP





Home / Research Infrastructure / Training / Expert Tour Guide on Data Management

Expert Tour Guide on Data Management



About this expert tour guide

This tour guide by CESSDA ERIC (the Consortium of European Social Science Data Archives European Infrastructure Consortium) aims to put social scientists like yourself at the heart of making their research data findable, understandable, sustainably accessible and reusable.

You will be guided by European experts who are - on a daily basis - busy ensuring long-term access to valuable social science datasets, available for discovery and reuse at one of the [17 CESSDA social science data archives](#). With this guide and the training events being held across Europe, we want to accompany and inspire you in your journey through your research data life cycle.

<https://www.cessda.eu/Research-Infrastructure/Training/Expert-Tour-Guide-on-Data-Management>

**How to
improve
the
openness
of your
training**

Some examples:



How to improve the openness of your training

Some examples:



**Homo
Ludens:
Man is
playful**

**Gamify
your training**



Homo Ludens: Man is playful

It does not have to be difficult or expensive!



**Which
elements do
you want to
share and
where?**

Content of the training

- Slides
- Mentimeter results
- Exercises
- Videos
- Raw outputs

Info about the training

- Blog
- Tweets etc: e.g. via moments
- Videos
- Structure, concept; e.g. as a FOSTER resource



**What is
important if
you want to
share
elements of
your
training?**

Ask for permission in advance

You have to ask people for their consent if you want to share materials like photos or videos that they are included in. If you do so in advance, you never have to worry about that later;

Use proper licenses

If you make sure to use the proper licenses while preparing your slides, exercises and videos etc, you don't ever have to worry about that later;

What is important if you want to share elements of your training?

Some examples:

FutureTDM
Explore . Analyse . Improve



Photo and Video Quit Claim

The undersigned, recognisable in the pictures and video's made at the EUHackathon on 15 November 2016, states:

- that all material and footage are made with his/her explicit authorisation;
- that FutureTDM can use the materials and footage for project purposes and make it available online, in publications and on the FutureTDM website under a CC/BY 4.0 license

Seen and approved:

Brussels, 15 November 2016

Name:

Signature:

Exercise

Warm-up exercises!

Did you ever have a really good exercise to get to know each other?



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**Finding open materials and
understanding what you can
and cannot do with them
(Gwen)**





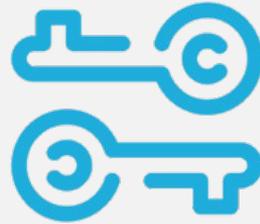
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- Rights can expire (e.g. 70 years after death author) or there are no rights from the start
- Different per jurisdiction
- No permission needed
- All types of reuse are allowed



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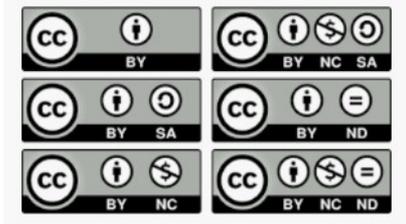
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 modify, adapt, or build upon

kitten


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Title

Kitten

Creator

Berit Watkin

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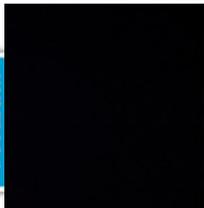
PHOTO ATTRIBUTION

"Kitten" by Berit Watkin is licensed under CC BY 2.0

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<https://www.fosteropenscience.eu/>



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Authors: FutureTDM

Publication year: 2017

Language: English (EN)

Level of knowledge: Introductory: aware of

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Search site



Guidelines for supporting TDM at uni

By FutureTDM

Publication year: 2017 | [Text And Data Mining](#) | [Open S](#)



Topics



Speaker

Apply

Audience

Librarians and Repository managers

Policy makers and Funders

Project Managers

Research Administration



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-  **Use this file**
on the web
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A stray kitten in [Rizal Park, Manila](#)

 **More details**

 [Kenny Louie](#) from Vancouver, Canada - [Chin up](#)

Stray cats seem to be common place in many Asian countries. Unregulated and left to their own devices strays can be found all over the place in the most unlikely places. This tiny cat was in the middle of Rizal Park in the heart of Manila on a late Saturday evening with thousands of people around. Its mother was no where in sight.

 [CC BY 2.0](#)

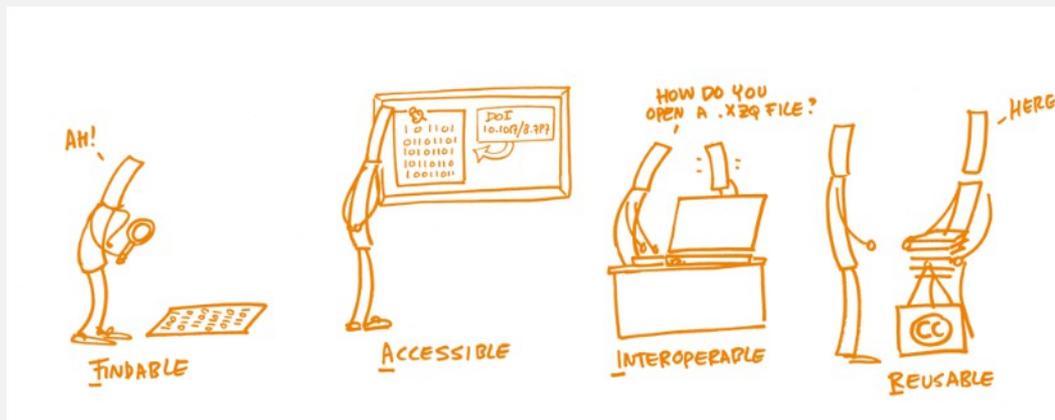
 File: [Kitten in Rizal Park, Manila.jpg](#)

 Created: 21 February 2009

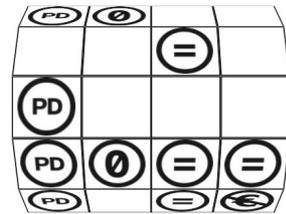
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50 shades of OPEN



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Go!



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How to give training (Helene)



Didactic Concepts - Basic Rules

Cognitive load

- We only learn 3-4 new things at a time

simplify, reduce, prioritize

Spaced learning

- We need to hear things several times to remember it properly

repeat

Formative assessments

- Answering questions can be a great way of learning (no pressure & immediate feedback)

think about good questions that truly engage trainees & enable immediate feedback



Didactic Concepts - Examples

- **Active Learning**

- **Active engagement** in learning process, rather than "passively" absorbing
 - Reading, writing, discussion, and engagement in solving problems, analysis, synthesis, and evaluation
 - **Learning by doing** (e.g. flipped classroom)
 - **Cooperative learning** (e.g. peer instruction)

Didactic Concepts - Examples

Twenty-Minute-Rule

- Don't speak longer than 20 minutes
- Practical exercise or change of topic

ECLASS Reference

Klaus W. Döring: Handbuch Lehren und Trainieren in der Weiterbildung. Beltz Verlag (Weinheim, Basel) 2008.

- **E = Explain** Overview, rationale, goals
- **C = Clarify** → From general overview to specific details
- **A = Act** → Hands on assignments
- **L = Look** → Review examples (illustrations, animations, videos etc.)
- **S = Share** → Student interaction, exchange
- **S = Self Evaluate/Submit** → Self evaluate & complete course



Teaching Adults

- Understand how adults learn to be effective
- **Theory of Andragogy** (adult learning):
 - Emphasis on **process of learning**
 - Use **problem-based** and **collaborative learning** approaches rather than didactic
 - Emphasis on **equality between teacher & learner**

Teaching Adults

1. Adults are internally motivated and self-directed

- Graded learning -- increase complexity as the program unfolds
- Lead the student toward inquiry -- before too many facts
- Feedback -- regular, constructive and specific
- Goals -- which they complete and "tick off"
- Encourage use of resources
- Vary learning styles (eg VARK)

2. Adults bring life experiences and knowledge to learning experiences

- Draw on experiences
- Facilitate reflective learning opportunities

3. Adults are goal oriented

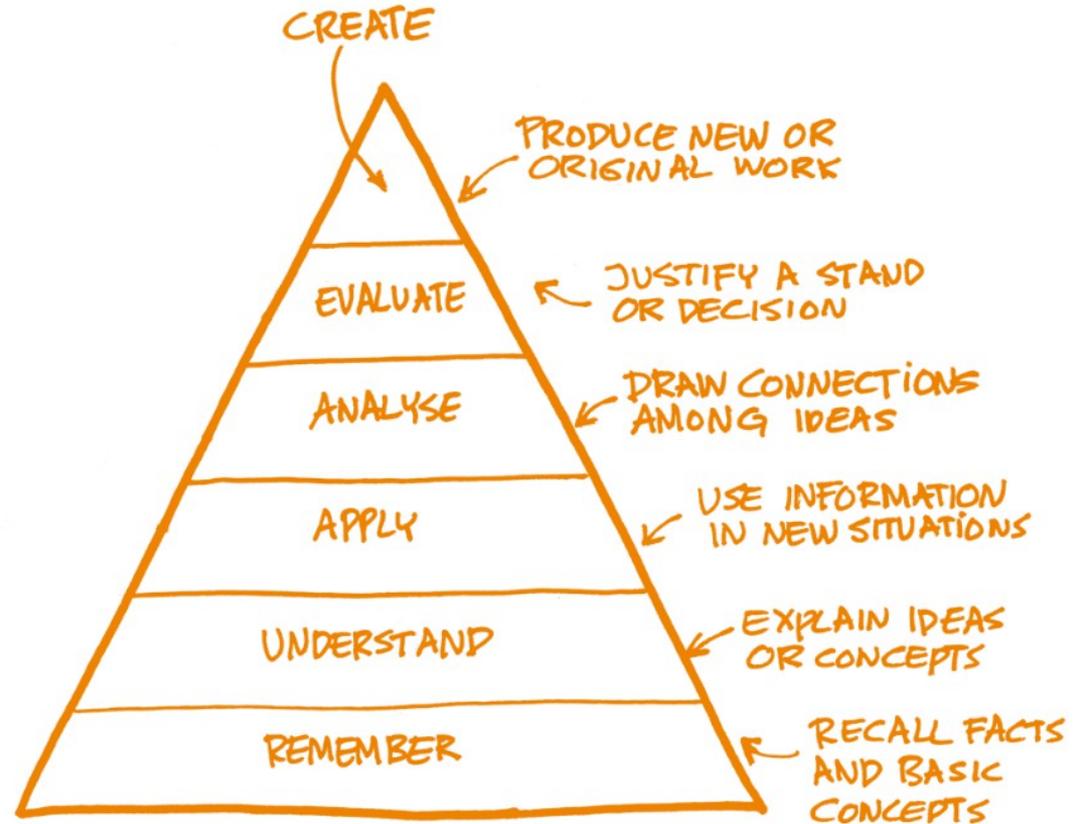
- Link learning to work goals
- Provide real case-studies
- Ask questions -- motivate reflection, inquiry and further research

Teaching Adults

4. Adults are relevancy oriented	<ul style="list-style-type: none">● Reflection -- what they learnt, how to apply it● Provide some choice -- to reflect individual interests
5. Adults are practical	<p>Students move from classroom to hands-on problem solving where they can recognise firsthand how what they are learning applies to the work context.</p> <ul style="list-style-type: none">● Be explicit -- about how learning is useful and applicable to the job● Active participation -- try things rather than observe
6. Adult learners like to be respected	<p>Respect can be demonstrated by:</p> <ul style="list-style-type: none">● Acknowledge -- the wealth of experiences● Regarding them as an equal colleague● Encourage expression -- of ideas, reasoning and feedback
(7. Adults are pressed for time)	<p>(from Training Principles of Adult Learning White Paper)</p> <ul style="list-style-type: none">● Just in time● Just for me

Cognitive levels of a learning process

BLOOM'S TAXONOMY





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**Plan based on outcomes
rather than objectives
(Helene)**



Learning Objectives



- Describe the intentions of the instructor by stating the **purpose & goals** of the course.
- Focus on the **content & skills** important within the programme.
- May describe **what the instructors will do**.
- Should be **specific & detailed**.

<https://open-science-training-handbook.gitbook.io/book/on-learning-and-training>

Learning Outcomes



- Describe/list **measurable** & **essential mastered content-knowledge**.
- Reflect **skills, competencies**, and **knowledge** that **trainees have achieved** and **can demonstrate** upon successfully completing a course.

<https://open-science-training-handbook.gitbook.io/book/on-learning-and-training>

Learning Outcomes (2)



- Express **higher-level thinking skills** that integrate course content and activities.
- Can be observed as a **behavior, skill, or discrete usable knowledge** upon completing the course.

Learning Outcomes (3)



- Are what assessments are intended to show – specifically **what the trainees will be able to do** upon completion.
- Are **assessable** and can be **displayed** or **observed** and **evaluated against criteria**.
- Are **clear** and **measurable criteria** for guiding the course's teaching/learning/assessment process.

Learning Objectives & Outcomes -

Example <https://www.fosteropenscience.eu/learning/what-is-open-science>

<< This introductory course will help you to understand what open science is and why it is something you should care about.

You'll get to grips with the expectations of research funders and will learn how practising aspects of open science can benefit your career progression.>>

Learning Objectives & Outcomes - Example

<< Upon completing this course, you will:

- Understand what Open Science means and why you should care about it
- Be aware of some of the different ways to go about making your own research more open over the research lifecycle
- Understand why funding bodies are in support of Open Science and what their basic requirements are
- Be aware of the potential benefits of practicing open science >>

It's up to you ... - Exercise



- In groups of 2 ...
- Each pick an aspect of open science that interests you.
- Write it down.
- Think of learning outcomes for training on your chosen aspect.
- Compare & discuss the results in your group.

Learning Outcomes Review Checklist



- Is it measurable?
- Does it target a discrete aspect of expected performance?
- Is it student-centered?
- Does it utilize an effective, action verb that targets the desired level of performance?
- Does it measure a range of educational outcomes?
- Does it match instructional activities and assessments?
- Does it specify appropriate conditions for performance?
- Is it written in terms of observable, behavioral outcomes?

What works and what doesn't? - Exercise

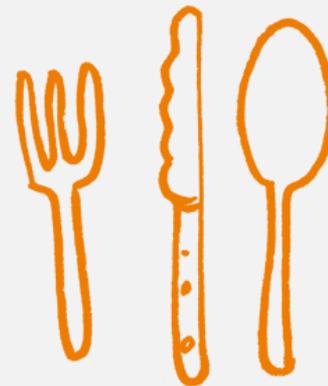
What methods do you, and could you, use to

- drive **attention** to your training activities?
- drive up **attendance** at your training activities - how can you turn REGISTRATION (i.e. interest) into ATTENDANCE (i.e. action)?
- to measure and evaluate your **impact**?



https://docs.google.com/document/d/1ohUqqST7Q23styDUIU6t25W2q7rvYpvbr_ZIsJxOfjA/edit

Time for Lunch 13-14:00





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**Designing your own mini-
training
(Gwen)**



Design your own training

TOPIC(s): choose per group

Pick a Card:



TRAINING TYPE
AUDIENCE SIZE
AUDIENCE TYPE
KNOWLEDGE LEVEL

Create a PERSONA

BIO Occupation: Age: Frustration: Personality in 3 words:	SKILLS (Current, New, easy, difficult) Job experience: 1 2 3 4 5 Open Science: 1 2 3 4 5 Training experience: 1 2 3 4 5 Technology: 1 2 3 4 5	
 Name:	MOTIVATION/GOALS	FRUSTRATION

Create a training (1,5 hour)

Structure
Materials
Exercise

...

Design your own training

Present your plans to the other groups (5 mins):
(note: you don't have to give the training, just describe what you will do!).



Troubleshooting:



AUDIENCE MOOD
DISTURBING FACTORS



EVALUATION

Is the proposed training appropriate for audience size, type and level of knowledge?
Are the training materials adequate, understandable and accessible?



BIO

Occupation:

Age:

Education:

Personality in 3 words:



SKILLS

(1=none, 5 = very skilled)

Job experience: 1 2 3 4 5

Open Science 1 2 3 4 5

Training experience 1 2 3 4 5

Technology: 1 2 3 4 5



Name:



MOTIVATION/GOALS



FRUSTRATION

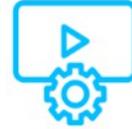
Training Type



Half day training



Workshop (half day)



Tutorial



Online training course



Workshop (full day)



Webinar



Lecture



Workshop (multiple days)



Other

Audience SIZE



> 100 (live)



> 50 (live)



20-50 live



> 100 (online)



> 50 (online)



20-50 (online)



< 20



< 10



< 5

Audience TYPE

 <p>Librarian</p>	 <p>PHD Student/Junior Researcher</p>	 <p>Project Coordinator</p>
 <p>Research Administration</p>	 <p>Senior Researcher</p>	 <p>Funder</p>
 <p>Repository Manager</p>	 <p>Citizen</p>	 <p>Other</p>

Knowledge Level

 <p>No prior knowledge</p>	 <p>Basic knowledge (aware of)</p>	 <p>Basic knowledge (practitioner)</p>
 <p>Advanced knowledge (practitioner)</p>	 <p>Advanced knowledge (trainer)</p>	 <p>Unknown</p>
 <p>Mixed</p>		

The Unpredictable: Audience Mood

 <p>Sceptical</p>	 <p>Quiet</p>	 <p>Uninterested</p>
 <p>Eager to learn</p>	 <p>Chaotic</p>	 <p>Do not understand you</p>
 <p>Ask many questions</p>	 <p>Hostile</p>	 <p>Agreeable</p>

The Unpredictable: External factors

 <p>Audience is checking e-mails</p>	 <p>No WIFI!</p>	 <p>Audience keeps looking at phone</p>
 <p>Disturbing noise</p>	 <p>Forgot something!</p>	 <p>One person dominates</p>
 <p>Sound issues</p>	 <p>Room temperature is uncomfortable</p>	 <p>Venue is not suitable</p>

A stylized illustration of a dandelion seed head in orange and yellow, with several seeds blowing away to the right. The word "FOSTER" is written in a large, grey, sans-serif font, with the dandelion stem acting as the letter 'O'.

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Thank you! Questions?

Facebook: @fosteropenscience

Twitter: @fosterscience

Youtube: [FOSTER Open Science](#)

This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 741839



A stylized illustration of a dandelion seed head in orange and yellow, with several seeds blowing away to the right. The word "FOSTER" is written in a large, grey, sans-serif font, with the dandelion stem acting as the letter 'F'.

FOSTER

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