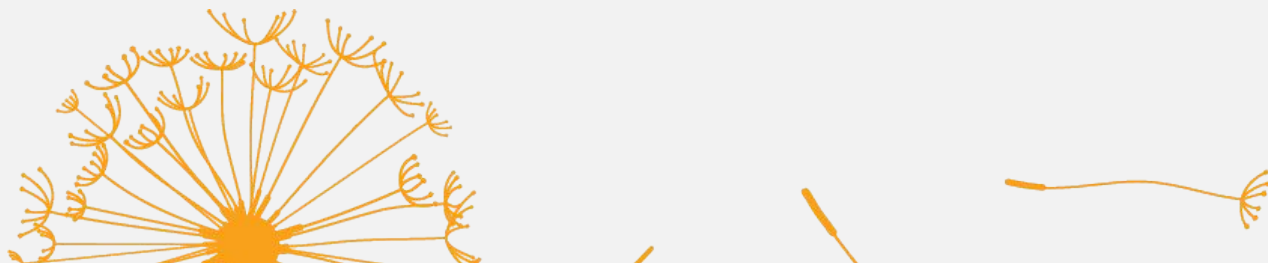




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# Open Science Trainer Bootcamp

April 23, 2019, Belgrade, Serbia





FOSTER

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**Introductions**

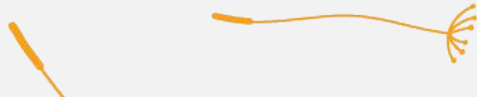




# FOSTER

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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

10.00 – 10.30 Welcome and introductions

10.30 – 10.50 Open science is... and this is what we are going to do today...

10.50 – 11.45 Training examples & practical guidance

11.45 – 12.00 Coffee break

12.00 - 12.30 Openness in training: Open elements in your training; finding open materials

12.30 - 13.00 How to give training: focusing on learning objectives & learning outcomes

13.00 – 14.00 Lunch

14.00 – 16.00 Setting the scene for your training participants and your role as trainer; experience various

training formats; design your mini-training

16.00 – 16.15 Coffee break

16.15 – 18.00 Presentations of the mini-trainings; feedback and evaluation

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!

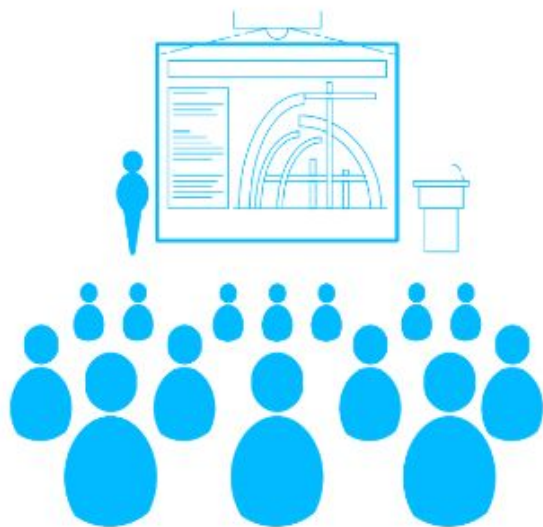




Go to [www.menti.com](http://www.menti.com) and use the code **16 84 68**

i

eifl  
KNOWLEDGE  
WITHOUT  
BOUNDARIES



Open Science Training



# FOSTER

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



# Open Science Training Handbook - Open Science Basics



Open Concepts &  
Principles



Open Research Data  
& Materials



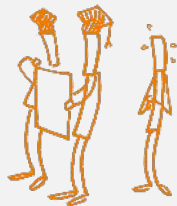
Open Research  
Software & Open  
Source



Open Education  
Resources



Open Access to  
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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?



Further resources



Learning objectives  
and outcomes to  
achieve



Key components:  
Knowledge & skills



Questions,  
obstacles, &  
common  
misconceptions

[book.fosteropenscience.eu](http://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](http://www.fosteropenscience.eu/content/organise-your-own-open-science-cafe)

<https://zenodo.org/record/1341023#.XDyZPM1S8IO>

July 20, 2018

Project deliverable

Open Access

# Recommendations on Open Science Training

by Iryna Kuchma; FOSTER Plus consortium

Other(s)

by 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

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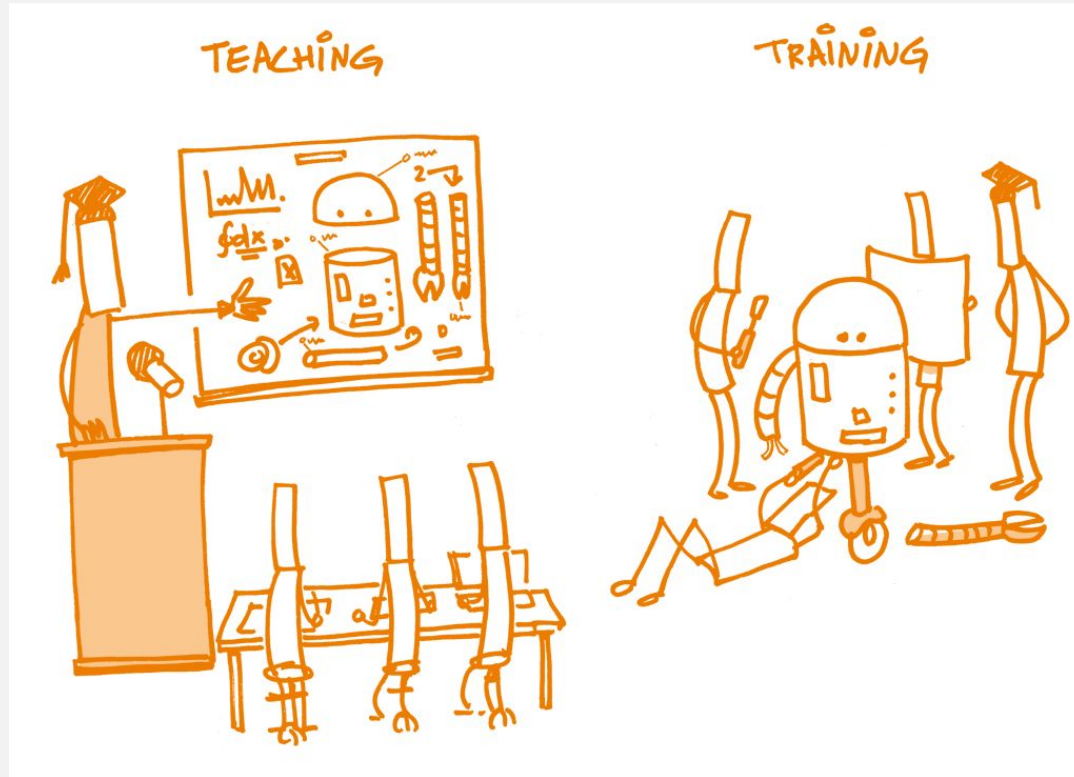
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July 20, 2018

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

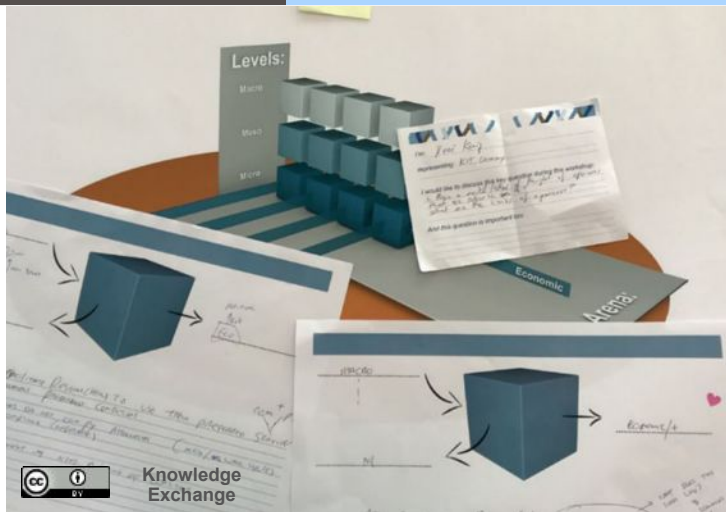


# Examples for hands-on & interactive Training



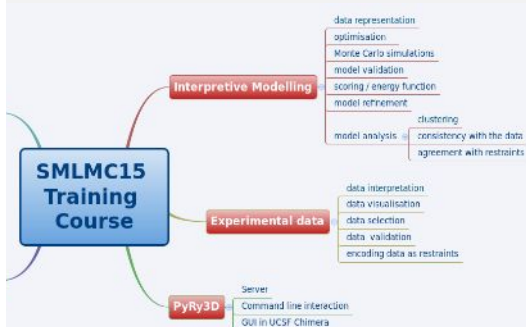


# Visualization



Simplifying difficult concepts

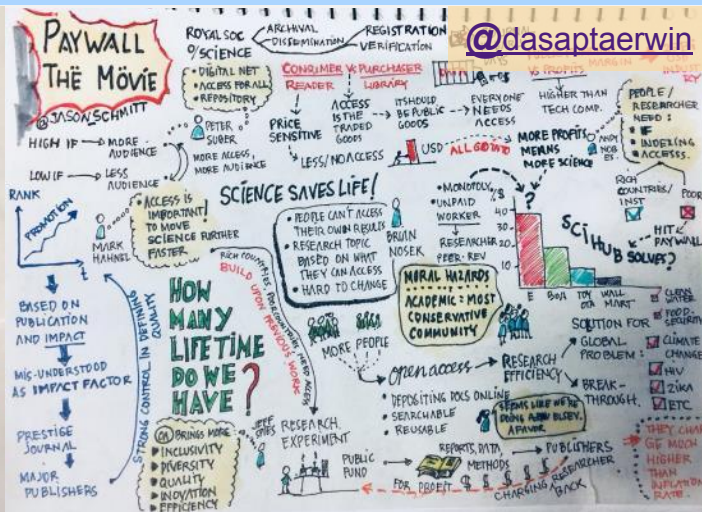
Mind maps



Stickers



Sketching/graphic novel



Word clouds

Why use a word cloud?



# Gamification



McGuinn, Kate and Spikin, Mike (2017) *The Game of Open Access*. <http://eprints.hud.ac.uk/id/eprint/33874/>



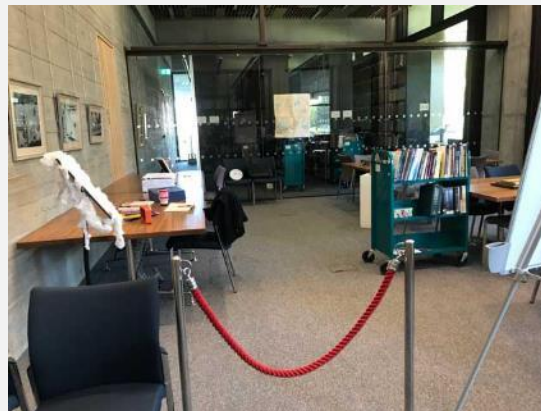
Card/board games



Puzzles



Competitions



Sundsbo, Katrine. 2019. "Open Access Escape Room: The Key to OA Engagement?". *Insights* 32 (1): 8. <http://doi.org/10.1629/uksg.459>

Quizzes

## "Open Data Excuse" Bingo

|                                  |
|----------------------------------|
| Floor Quality                    |
| People may misinterpret the data |
| It's not very interesting        |
| We'll get spam                   |

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

# Research Integrity Dilemma Game



Dilemma overview



Dilemma  
grouped per content



Dilemma overview



Dilemma  
grouped per content



Previous / Next  
Dilemma



2



Dilemma

## Dup(ub)lication?

Recently an article that I authored appeared in a Dutch-language journal. I realize there is an opportunity to submit the article to an English-language journal in my field.

The content is still relevant and does not need to be changed. This is an efficient way of getting an extra publication. What do I do?

2



Option

- A** I translate the article and send it to the English-language journal.
- B** I do not submit the article for publication.
- C** I marginally change the title and add a new insight to the conclusion of the article and submit it.
- D** I discuss the situation with the editor of the English-language journal.

3



Dilemma

## With a little help

I am on a tenure-track position, and my mid-term review is within a month. I really need to submit a manuscript before the deadline. Today in a group seminar, quite a few people were critical about the working paper I presented. After the seminar, a colleague tells me that he thinks that the chance of publication is much bigger if I let the area chair professor co-author the paper. The professor is well known in her field and is also close to the editors of the journal in question. What do I do?

3



Option

- A** I am not going to invite the professor to co-author and submit the manuscript for publication.
- B** I ask the professor if she is willing to be a second author and submit the paper when she agrees.
- C** I postpone the publication to improve the quality of the paper. I do not ask the professor to co-author.
- D** I postpone submitting the paper and plan to talk to the professor in a few weeks' time. Then, I can hopefully list a working paper, also under her name, in my mid-term application file.



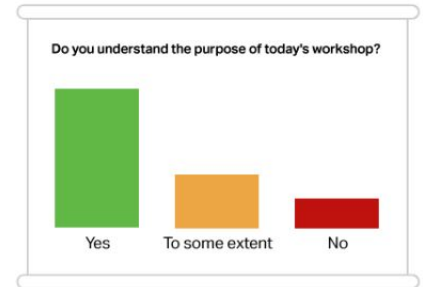
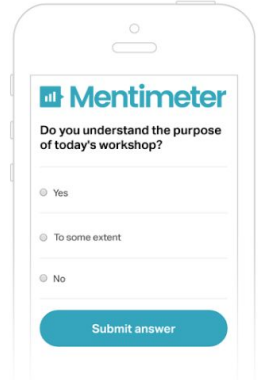
# Engagement



## Your question

Do you understand the purpose of today's workshop?

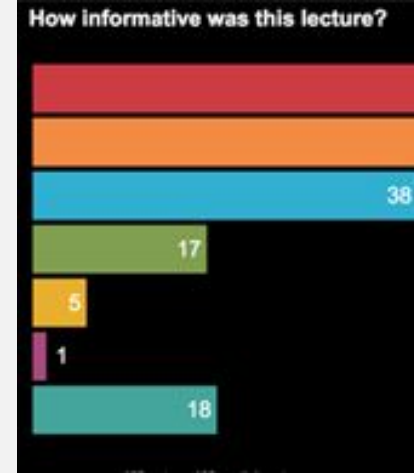
[www.mentimeter.com](http://www.mentimeter.com)



## Instant polls



[www.directpoll.com](http://www.directpoll.com)



## Playful elements



# Rewards & incentives



Certificates



Badges



Networking opportunity

Prices



Coffee



Brown bag lunch

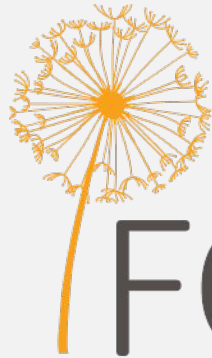


# Share your experiences!

What was an element of the best training you attended?

What was an element of the worst training you attended?

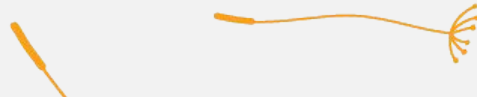
What did all of them have in common?



# FOSTER

---

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



# How to improve the openness of your training

## Being open is being inclusive

- Think about how to get a diverse set of participants and speakers to your training;
- Think about how to get the participants to really engage in your training; how you can make your participants feel comfortable;
- Think about how to make exercises interactive and fun; how collaboration with other participants can help to learn too;



**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

|   |   |  |   |   |
|---|---|--|---|---|
| <b>What is Open Science?</b>  | <b>Best Practice in Open Research</b>   | <b>Open Access Publishing</b>  | <b>Open Peer Review</b>   | <b>Sharing Preprints</b>  |
|  |  |  |  |  |
| <b>Data Protection &amp; Ethics</b>   | <b>Open Source Software &amp; Workflows</b>                                       | <b>Managing &amp; Sharing Research Data</b>  | <b>Open Science &amp; Innovation</b>  | <b>Open Licensing</b>   |
|  |  |  |  |  |

[www.fosteropenscience.eu/toolkit](http://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](http://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



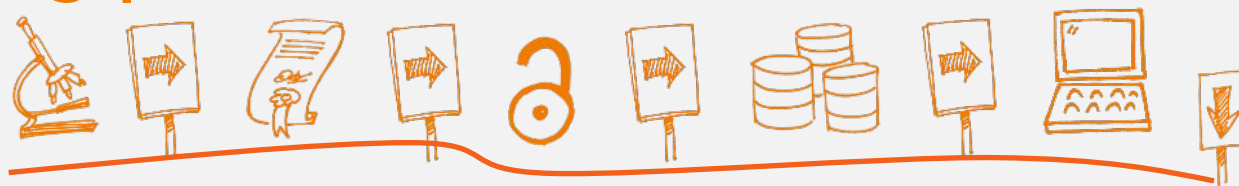
The open innovator



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](#).

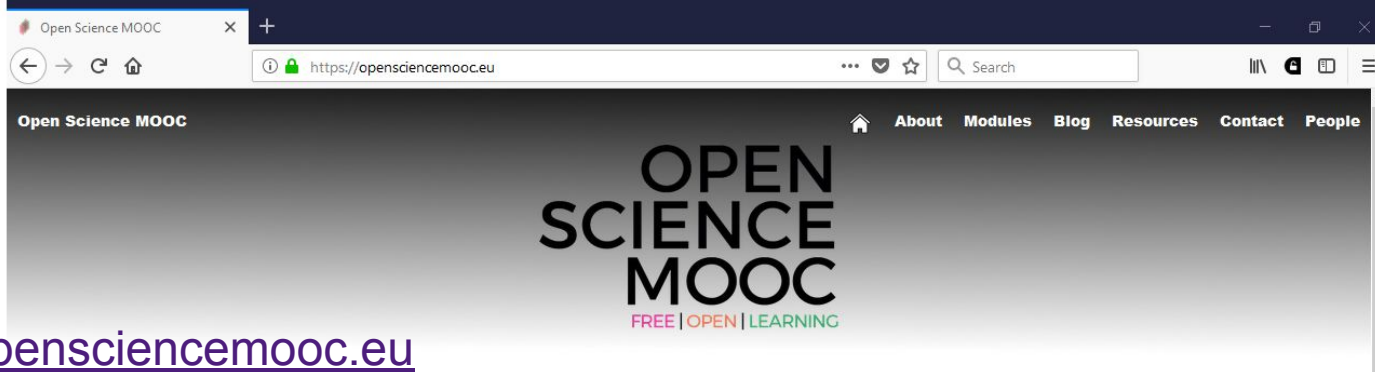


## Illustrations, icons & cartoons

<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)



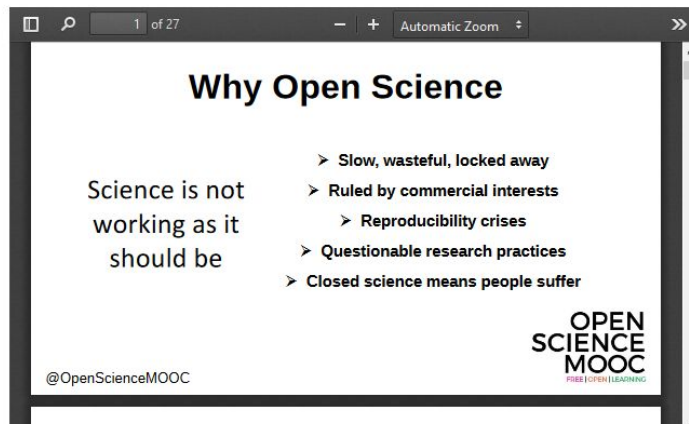
<https://opensciencemooc.eu>

### 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.

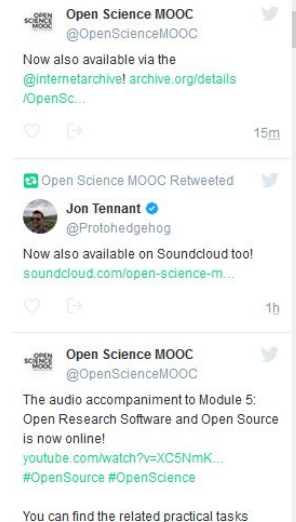
Therefore, we see Open Science as a goal: broad adoption of good scientific practices as a fundamental and essential part of the research process.



### Twitter

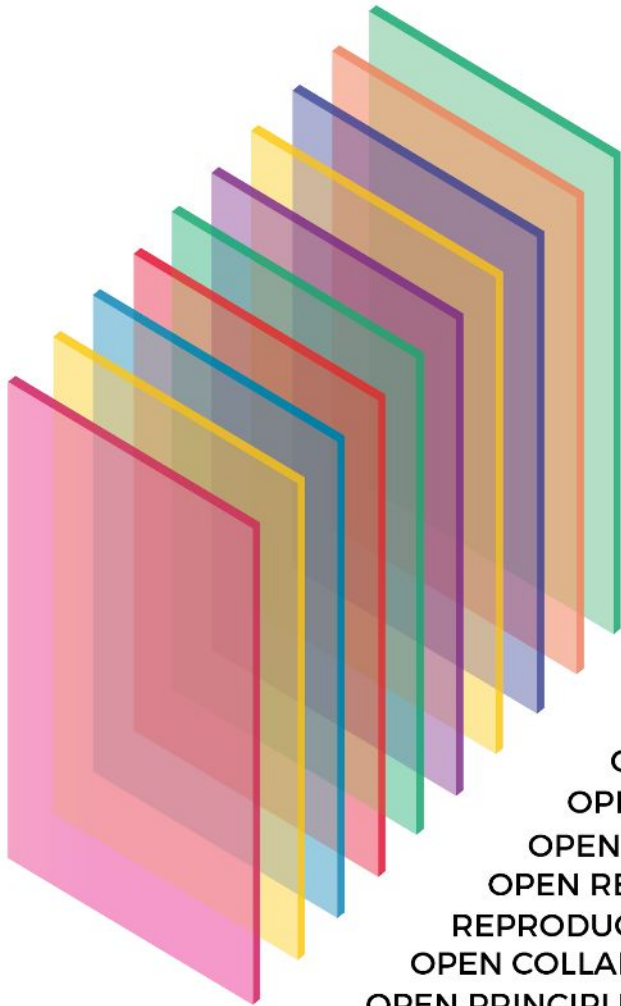
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# OPEN SCIENCE MOOC

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**Resource type:** course materials, Training materials, Slides



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

**Keywords:** eLearning, training, EeLP



# 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 the 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!



align  
**QUALITY OF DATA**

Publication  
- Use standards (e.g. JATS)  
- Check for quality (e.g. JATS)  
- Check for quality (e.g. JATS)

Q1: quality of data  
- Propagating developer standards  
- Presentation of data / tools

Make sure that you data  
meets certain established  
standards (e.g. JATS)

Encourage adoption of  
useful standards  
e.g. JATS

Check quality of  
inputting in quality of  
digital data (e.g.  
JATS)

Check data  
- Check for quality (e.g. JATS)  
- Check for quality (e.g. JATS)

THINK HOW METADATA  
CAN HELP TO WORK  
JUST ON SPECIFIC  
SUBSETS OF BIG  
DATA ARCHIVES

PUBLISH DETAILS  
OF STUDIES OF  
SUCCESSFUL PARTICIPANTS  
- PROBLEMS OF BIG  
DATA PROVIDER AND  
DATA USER

CONVINCE  
STAKEHOLDERS

**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

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Brussels, 15 November 2016

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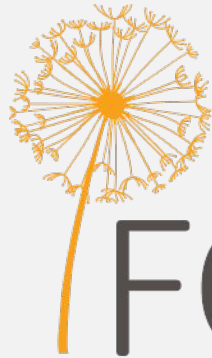
# Exercise

Warm-up exercises!

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

**Time for Coffee ca.11:45**





# FOSTER

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

**(Gwen)**





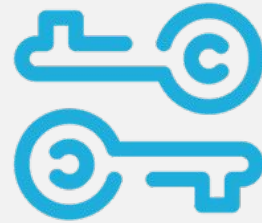
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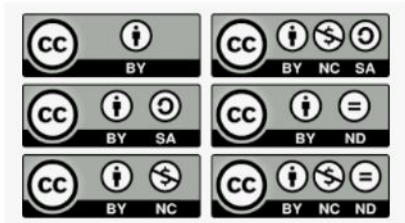
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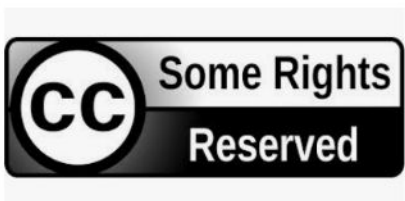
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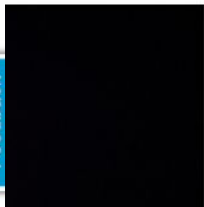
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## Guidelines for supporting TDM at uni

By FutureTDM

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



Authors: FutureTDM

Publication year: 2017

Language: English (EN)

Level of knowledge: Introductory: aware of

Usage rights: CC-BY

## Topics



Text And Data Mining



Open Science

Speaker

Apply

## Audience






Librarians and Repository managers

Policy makers and Funders

Project Managers


Research Administration



-  **Download**  
all sizes
-  **Use this file**  
on the web
-  **Use this file**  
on a wiki
-  **Email a link**  
to this file
-  **Information**  
about reusing

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](#)

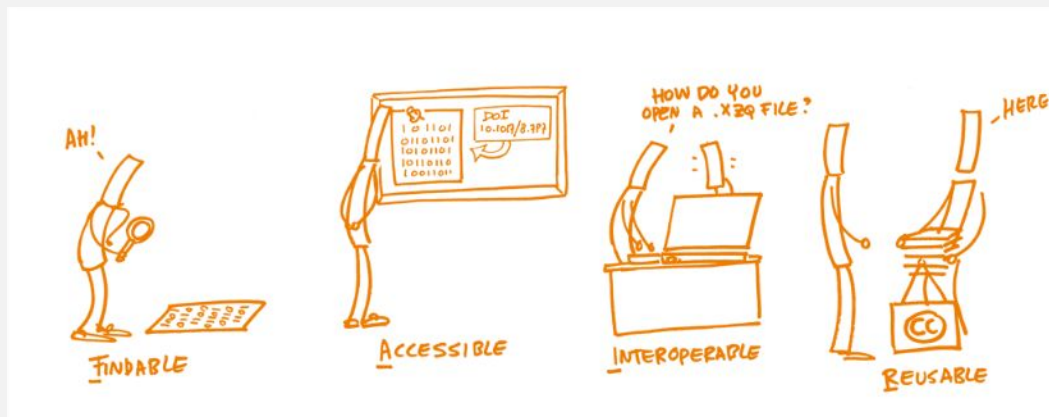
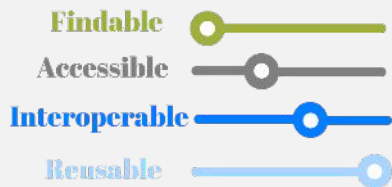
 File: [Kitten in Rizal Park, Manila.jpg](#)

 Created: 21 February 2009

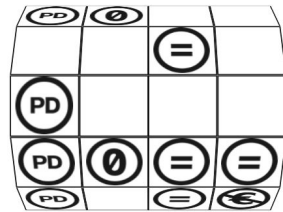
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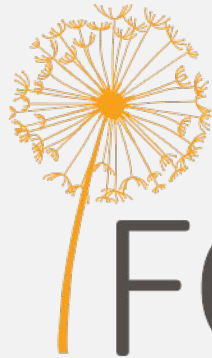
## 50 shades of OPEN



<https://s3-eu-west-1.amazonaws.com/gwenfranck/slotsCC/slotCC.html?fbclid=IwAR3GogSvkgQjVDYvQkIHrcq5JNviGDEr-itFVm5Ysu7niZvNb8QzBLkiKUo>



Go!



# FOSTER

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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  $\implies$  **simplify, reduce, prioritize**

## Spaced learning

- We need to hear things several times to remember it properly  $\implies$  **repeat**

## Formative assessments

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

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

## ECLASS Reference

- **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
  - Emphasis on **equality between teacher & learner**

# Teaching Adults



|   |   |
|---|---|
| <b>1. Adults are internally motivated and self-directed</b>                   | <ul style="list-style-type: none"><li>● Graded learning -- increase complexity as the program unfolds</li><li>● Lead the student toward inquiry -- before too many facts</li><li>● Feedback -- regular, constructive and specific</li><li>● Goals -- which they complete and "tick off"</li><li>● Encourage use of resources</li><li>● Vary learning styles (eg VARK)</li></ul> |
| <b>2. Adults bring life experiences and knowledge to learning experiences</b> | <ul style="list-style-type: none"><li>● Draw on experiences</li><li>● Facilitate reflective learning opportunities</li></ul>  |
| <b>3. Adults are goal oriented</b>  | <ul style="list-style-type: none"><li>● Link learning to work goals</li><li>● Provide real case-studies</li><li>● Ask questions -- motivate reflection, inquiry and further research</li></ul>  |

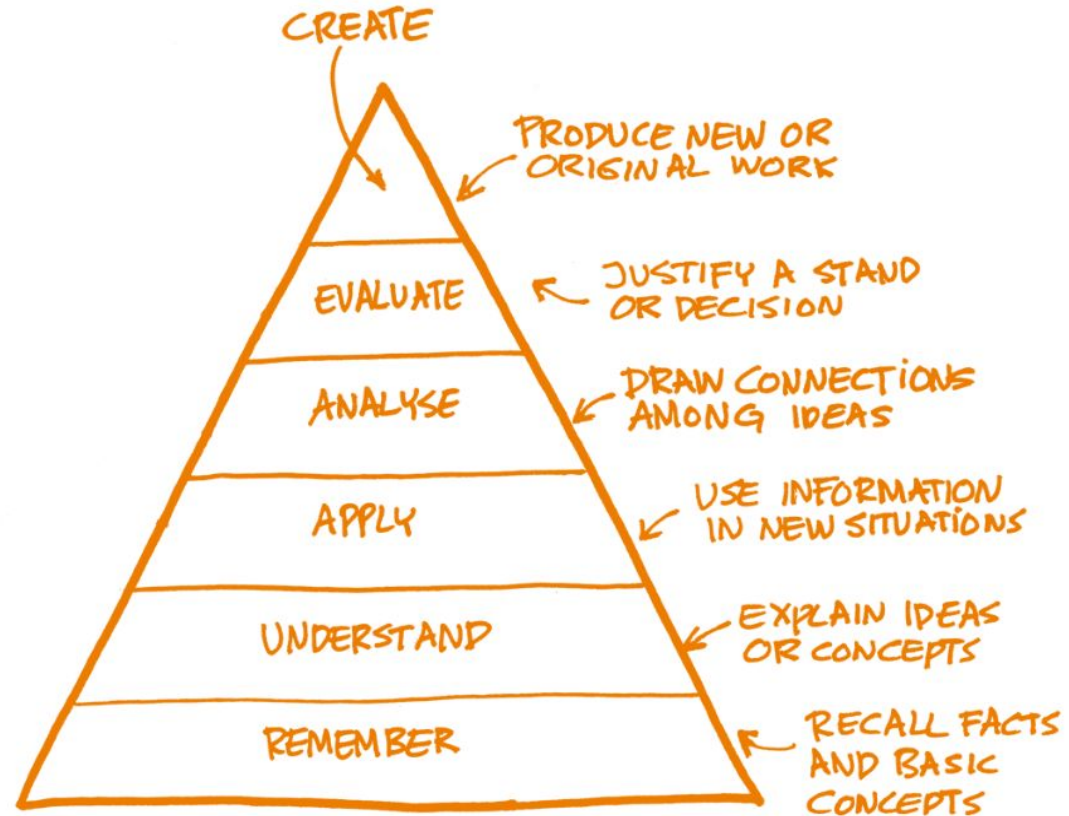
# Teaching Adults

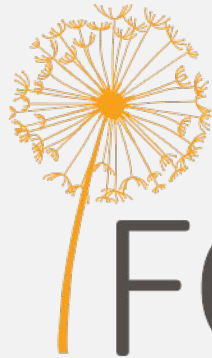


|   |   |
|---|---|
| <b>4. Adults are relevancy oriented</b>       | <ul style="list-style-type: none"><li>● Reflection -- what they learnt, how to apply it</li><li>● Provide some choice -- to reflect individual interests</li></ul>  |
| <b>5. Adults are practical</b>                | <p>Students move 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"><li>● Be explicit -- about how learning is useful and applicable to the job</li><li>● Active participation -- try things rather than observe</li></ul> |
| <b>6. Adult learners like to be respected</b> | <p>Respect can be demonstrated by:</p> <ul style="list-style-type: none"><li>● Acknowledge -- the wealth of experiences</li><li>● Regarding them as an equal colleague</li><li>● Encourage expression -- of ideas, reasoning and feedback</li></ul>   |
| <b>(7. Adults are pressed for time)</b>       | <p>(from <a href="https://docs.google.com/document/d/1ohUqqST7Q23styDUIU6t25W2q7rvYpvbr_ZlsJxOfjA/edit">Training Principles of Adult Learning White Paper</a>)</p> <ul style="list-style-type: none"><li>● Just in time</li><li>● Just for me</li></ul>   |

# Cognitive levels of a learning process

## BLOOM'S TAXONOMY





FOSTER

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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



- **Measurable** & essential mastered **content-knowledge**
  - **Skills, competencies**, and **knowledge** that trainees have achieved and **can demonstrate** → what the trainees will be able to do
  - **Assessable** and can be **evaluated against criteria**
- **Clear** and **measurable criteria** for guiding the course's teaching/learning/assessment process.

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



# 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 ...



When designing training:

1. Think first of objectives
2. List what outcomes you want your audience to achieve
3. Design all your practical exercises around specific outcomes.

# 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

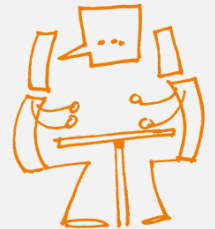


- Is it measurable?
- Does it target a discrete aspect of expected performance?
- Is it student-centered?
- Does it utilize an effective, action verb that targets the desired level of performance?
- Does it measure a range of educational outcomes?
- Does it match instructional activities and assessments?
- 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**?

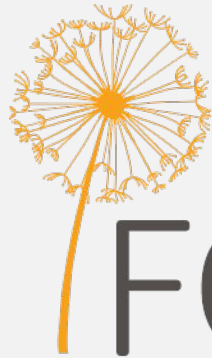


[https://docs.google.com/document/d/1ohUqqST7Q23styDUIU6t25W2q7rvYpvbr\\_ZlsJxOfjA/edit](https://docs.google.com/document/d/1ohUqqST7Q23styDUIU6t25W2q7rvYpvbr_ZlsJxOfjA/edit)

**Time for Lunch 13-14:00**







# FOSTER

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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

|  |   |                    |
|--|---|--------------------|
| <b>BIO</b><br>Occupation:<br>Age:<br>Personality in 3 words: | <b>SKILLS</b> (Personal & work skills)<br>Job experience: 1 2 3 4 5<br>Open Science: 1 2 3 4 5<br>Training experience: 1 2 3 4 5<br>Technology: 1 2 3 4 5 |                    |
| <b>Name</b>  | <b>MOTIVATION GOALS</b>   | <b>FRUSTRATION</b> |



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

Knowledge about training topic: 1 2 3 4 5

Training experience: 1 2 3 4 5

Technology: 1 2 3 4 5



Name:












## MOTIVATION/GOALS












## FRUSTRATION

# Training Type

|  |   |  |
|--|---|--|
|  <p><b>Half day training</b></p>      |  <p><b>Workshop (half day)</b></p>      |  <p><b>Tutorial</b></p> |
|  <p><b>Online training course</b></p> |  <p><b>Workshop (full day)</b></p>      |  <p><b>Webinar</b></p>  |
|  <p><b>Lecture</b></p>                |  <p><b>Workshop (multiple days)</b></p> |  <p><b>Other</b></p>    |

# Audience SIZE









|  |  |   |
|--|--|---|
|  <p>&gt; 100 (live)</p>   |  <p>&gt; 50 (live)</p>   |  <p>20-50 live</p>     |
|  <p>&gt; 100 (online)</p> |  <p>&gt; 50 (online)</p> |  <p>20-50 (online)</p> |
|  <p>&lt; 20</p>           |  <p>&lt; 10</p>          |  <p>&lt; 5</p>         |

# Audience TYPE










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



# Knowledge Level

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

# The Unpredictable: Audience Mood

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

# The Unpredictable: External factors

|  |   |   |
|--|---|---|
|  <p><b>Audience is checking e-mails</b></p> |  <p><b>No WIFI!</b></p>                         |  <p><b>Audience keeps looking at phone</b></p> |
|  <p><b>Disturbing noise</b></p>             |  <p><b>Forgot something!</b></p>                 |  <p><b>One person dominates</b></p>            |
|  <p><b>Sound issues</b></p>                 |  <p><b>Room temperature is uncomfortable</b></p> |  <p><b>Venue is not suitable</b></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 large, grey, sans-serif capital letters, with the dandelion stem acting as the letter 'F'.

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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 large, grey, sans-serif capital letters below the dandelion.

# FOSTER

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