

Summary of the evaluation of the Science on Stage Festival 2008 in Berlin

The evaluation was prepared by Ms. Tanja Tajmel, Humboldt University Berlin

The evaluation shows that Science on Stage (SoS) has great strengths in the exchange between teachers.

Teachers who take part in SoS can be characterised as follows:

- They develop **own ideas** to improve their lessons.
- They are highly motivated **to present**, to discuss and to distribute these ideas.
- They are **looking for new teaching ideas** that they want to adopt for their lessons.

For the teachers, the **opportunity to appear as experts presenting their own ideas** is the greatest strength of SoS.

This is – as the post-test proves – the highest aspect of motivation to participate. It has been stated by the participants as a fundamental difference to other teacher trainings. SoS covers the teachers' need for this kind of exchange and discussion to a very high degree.

Accordingly, there is a distinctive wish to have enough space to present the projects and to have enough time to visit the fair.

The key aspect of SoS can be found in the category "person teacher". SoS highly supports and strengthens the self-conception of the teachers, the identification with their own profession and the subject and the enjoyment of the profession. It can be supposed that this could impact positively on the quality of the lesson.

The main question for the evaluation has been if there are certain key aspects and to what degree the key aspects can be found in the analysis. Against this background, SoS can be evaluated as very successful since it covers one of three key aspects almost entirely (categories: improvement of lesson, improvement of knowledge and "person teacher").

It is less important for the participants to be involved in a competition and to win a prize. For the participants, the festival is not a competitive event but firstly an opportunity for exchange.

Strengths and weaknesses of SoS can be summarized as follows:

Strengths	Weakness (or little importance)
<ul style="list-style-type: none"> - New experiments and new teaching topics - Teaching in other countries - Fun and enjoyment in the lessons 	<ul style="list-style-type: none"> - Context of everyday life - Science as part of the culture
<p>Special strengths:</p> <ul style="list-style-type: none"> - Opportunity to share experiences with colleagues - Identification with one's profession - Opportunity to present a project - Exchange of knowledge among teachers in Europe - Ideas for hands-on experiments 	<p>Little importance:</p> <ul style="list-style-type: none"> - Assessment methods - Teaching and learning methods - Competition and the possibility to win a prize - Opportunity to be on stage

International aspect

About 38% of all SoS-participants (respectively 46% of all German SoS-participants) have made 2-3 international contacts and want to maintain this contact.

In line with the fact that the German participants represented the largest group (56%), most of the participants named one German project as one of the three most favourite projects. German participants in particular chose German projects, while non-German participants chose more different countries. One reason could be language: Non-German participants are prepared to speak English in a foreign country. But German participants can get along well without being forced to speak English by staying in the "German corner".

Conclusion:

SoS successfully pursues its targets, raising the students' interest in science in the key aspect "person teacher".

The importance of the international component was mainly revealed in the post-test two weeks after the festival. The results of the quantitative analysis of the international exchange showed that even with a very disproportionate allocation of nationalities and one dominant group/nationality, there is a valuable international exchange of ideas.