SciCultureD C1 Evaluation Report
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Key:
SI – Staff Interview
FN – Field Notes
FG – Focus Group (Pre or Post)
PL - Photolog
S – Staff
P – Participant

Quantitative data first in each section and to then summarise analytically what's in italics and represented in the quotes to give a tight and clear answer to each of the RQs. This means using quotes sparingly (ie not including every single long quote). It's fine to use bullet points to show clear sub-themes too.

1 a. What are participants' initial perspectives on:

The responses are spread out across the 1-5 scale, ranging from high to low, and the most scores indicate mid-level confidence and expertise.
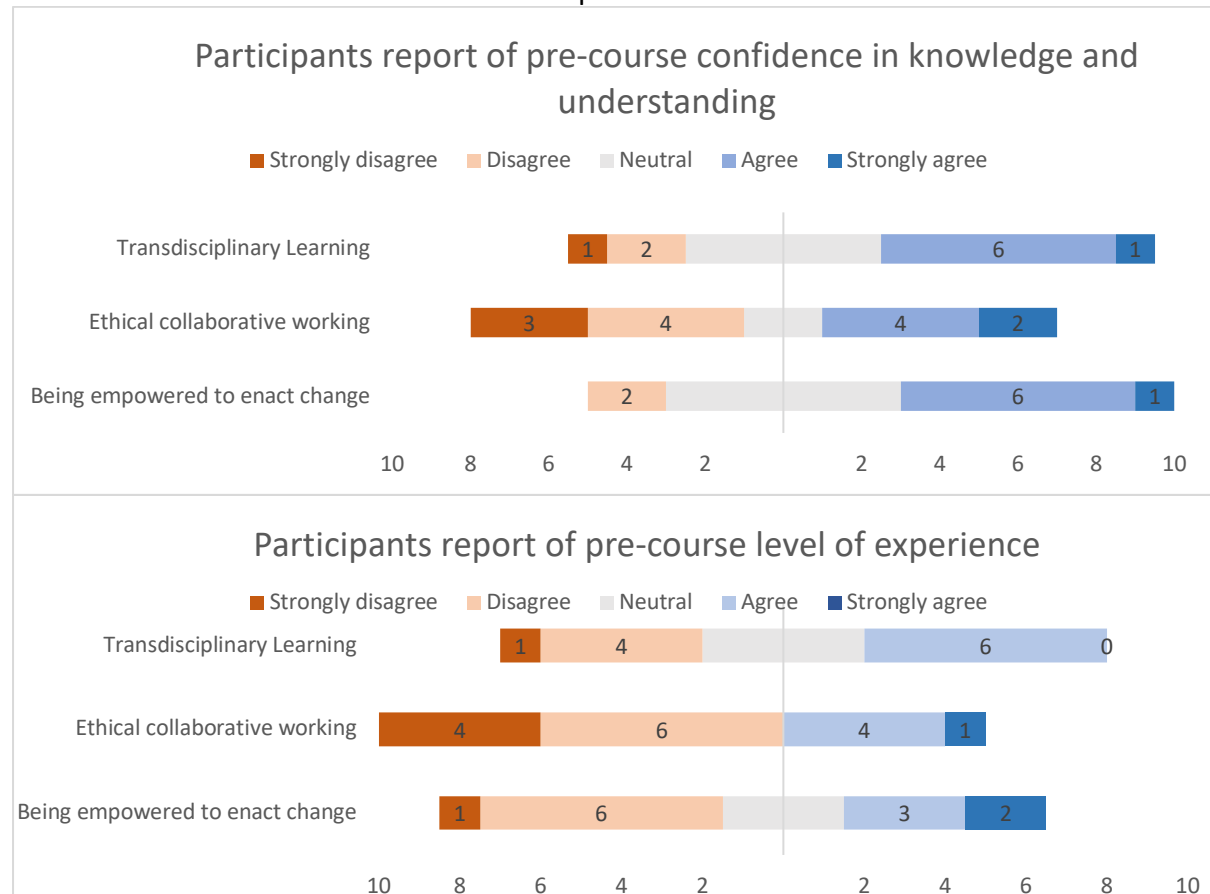
Confidence in knowledge and understanding of	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Transdisciplinary Learning	1	2	5	6	1
Ethical collaborative working	3	4	2	4	2
Being empowered to enact change	0	2	6	6	1

Level of experience of	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Transdisciplinary Learning	1	4	4	6	0
Ethical collaborative working	4	6	0	4	1
Being empowered to enact change	1	6	3	3	2

ai Knowledge of, and understanding about transdisciplinary learning in science, entrepreneurship, the arts, and design thinking?

Most participants felt confident in their knowledge and understanding of transdisciplinary learning (7 agreed or strongly agreed with the statement, 3 disagreed and 5 were neutral).

In interviews, most interviewees did have a general idea about transdisciplinarity, but not about transdisciplinary learning: "[T]he way I understand transdisciplinary, is that it's sort of a step beyond […] combining disciplines or just being able to share […] views from different disciplines […] it's more transformational, perhaps, than that" (PreFG, C1, p2). Two participants identified transdisciplinarity with joint efforts to solve problems: "climate change management […] has to be transdisciplinary or interdisciplinary […] because everyone needs to be involved in the change" (PreFG, C1, p3).

Despite the overall confidence in understanding, there was an even distribution of participants with experience and without experience in transdisciplinary learning (6 participants reported experience in transdisciplinary learning while 5 reported limited experience. 4 were neutral).

One participant had experience in "project based learning" (PreFG, C1, p4). The other participants either experienced transdisciplinarity as part of their study/research or understood their work experience as transdisciplinary because it drew on multiple disciplinary approaches (PreFG, C1, p4-5).

Two participants (out of 4) thought they had previous experience in using science, entrepreneurship, the arts, and design thinking together.

aii Ethical, collaborative working?

6 participants felt confident in their knowledge of ethical, collaborative working, while 7 did not feel confident and 2 were neutral. Figure 1 shows a participant reflecting on ethical work early on the course, in relation to urban development and sustainability. This shows an awareness of thinking ethically and a will to work towards a communal solution.

Figure 1 - This should be the goal! Picture taken on the first day of the course, during a field trip to an exposition about an urban development project with a sustainable strand.

Similarly, a participant reflected on the boundaries of collaboration and the community's roles in decision making. It reflects a real concern for effective ethical solutions: "we are in a collaboration [where there is] no active listening happening. [If the collaboration is] supposed to be ethical and then citizens […] are not even taken into consideration… so you need to tell me what are the boundaries because I'm not going to be the face of fake participation" (PreFG, C1, p11).

10 participants reported no experience with ethical, collaborative working while 5 reported some experience. As such, working with ethical collaborative processes seem to be moderately more unfamiliar that the other two concepts. This may reflect a general lack of awareness of ethical working by the participants during their daily life, either by not actively incorporating ethical concerns in their decisions or by inadvertently thinking ethically without realising that they are doing so. Through the data on photologs and pre focus group reflections we may suggest that participants use ethical and collaborative working without realizing that they are doing so.

aiii Being empowered to enact change?
7 participants were confident in their knowledge and understanding of being empowered to enact change. 2 participants disagreed and 6 were neutral.

5 participants had experience in being empowered to enact change, while 7 didn't consider being experience on this. 3 participants were neutral

For example, a participant reflected on needing to collaborate with others to achieve certain goals and its relationship to personal motivation and by implication empowerment.

Find the Relevance!
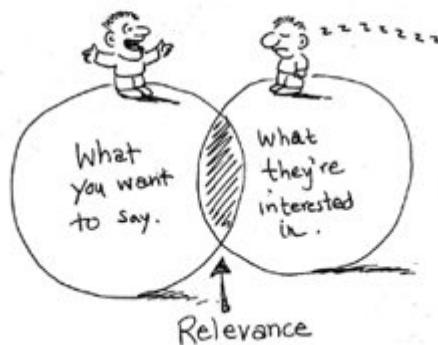
Figure 2 - In collaborating with stakeholders we need to focus on common goals. Identifying shared perspectives is something I do in my job all the time and I enjoy doing it as I find it very motivating.

Participants also associated the following words and collocations with being empowered to enact change: 'agency', 'safe' or 'safety', 'heard' or 'being heard', 'resolute', 'unintended consequences', 'self-confident', 'connected', 'equipped with tools', 'power shifts', 'action', and 'impact' (PreFG, C1, p12-13).

Concerns about safety and the necessity of connection were some of the key aspects for the participants. "[Y]ou can want to make a change, but in some cases it's actually not safe." (PreFG, C1, p12). And "[B]eing 'connected', [that is] to be connected to like-minded people or to allies, to people who are in the same situation or from a different perspective." (PreFG, C1, p13).

b. How do these change as a result of participating in the intensive course?

Most participants felt more confident in knowledge and understanding in most of the topics by the end of the course. Some remained neutral on their confidence. Throughout the course, many participants desired to learn more about some of the subjects addressed. In Figure 3, a participant shows interest in applying Momigami in other contexts while in Figure 4 another participant notes down that they want to explore more about post humanism:

Figure 3 - Paper, worth as much as us. This picture shows the drawn out version of the momigami paper, this one I would connect to the session on Post-Humanism. Personally I didn´t have a lot of experience with this framework, but I think many aspects of it were very interesting and it will definitively be something I consider in the future. Photolog, P
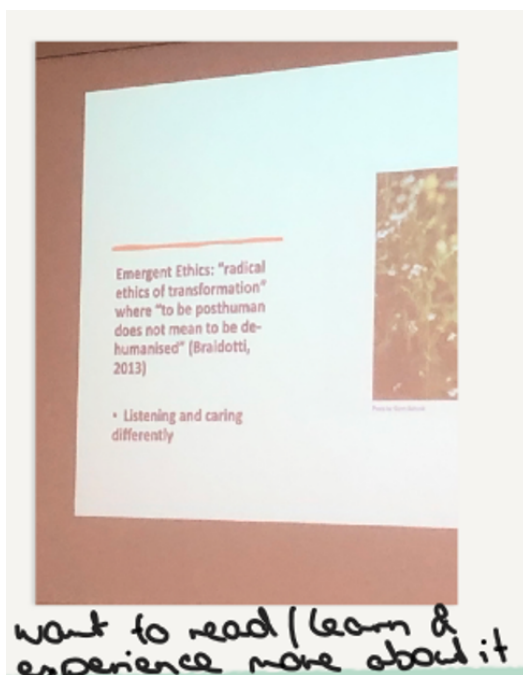
Figure 4 – Want to read/learn & experience more about it. Tuesday, P

Besides the curiosity towards new topics, participants also showed interest in applying learnt knowledge in other contexts. In Figure 5, a participant highlights how sounds can be used for enhancing attention. In figure 6, another participant reflects on interactive activities as tools that drive learning.
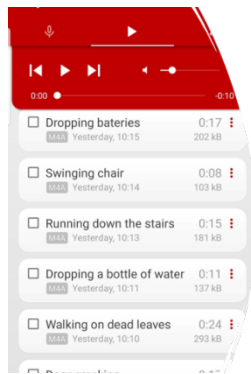
Figure 5 - This was a very fascinating workshop. I had never thought how much one can send a message just through using sound. Also, that sound can be used to enhance a point during a presentation.
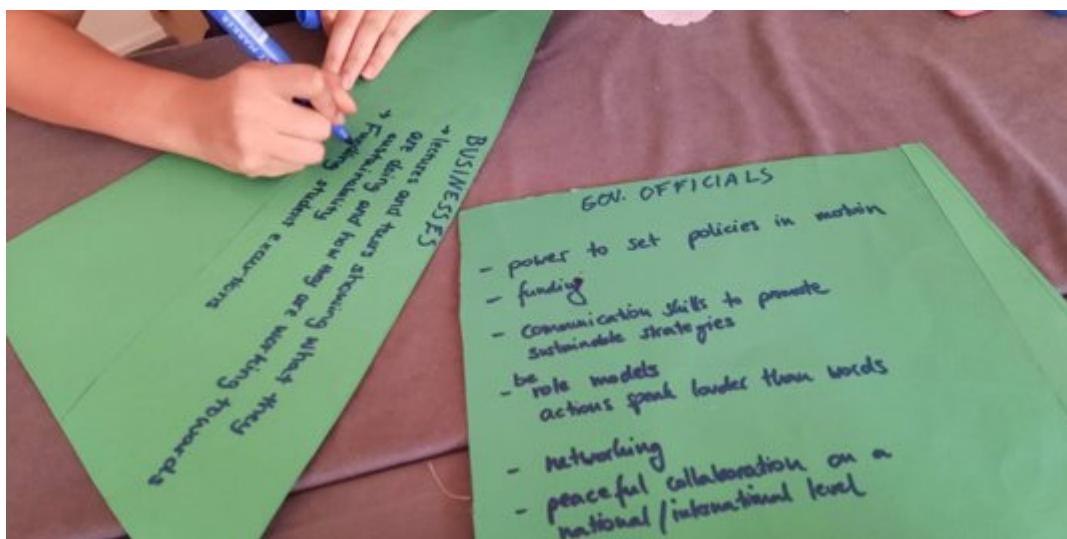

Figure 6 - I really enjoyed all the group presentations as they were very interactive, and it showed how much more can be learnt when involving the participants / audience. Friday, P

bi Knowledge of, and understanding about transdisciplinary learning in science, entrepreneurship, the arts, and design thinking?

At the end of the course, 12 participants felt confident in their knowledge and understanding about transdisciplinary learning and design thinking. At the beginning of the week, only 7 participants reported feeling confident.

All participants agreed that identifying the challenge and finding a solution required going beyond the borders of any single discipline. By the end of the week, participants showed a clearer understanding of the concept of transdisciplinarity: "[Before the course transdisciplinary meant for me] using more than one subject or […] two […] at the same time, but now [it includes] the ways of thinking and […] methods that you can use across […] different things" (PostFG, C1, p2).

Using science, entrepreneurship, the arts, and design thinking together in the course emerged as a positive experience. Only one participant wished for a deeper focus on the entrepreneurial aspect. They said, "I do think at the end of the day […] It is that ability to

actually get […] where's the funding coming from […] there is a side that has to be very […] financial and concrete, and that piece we didn't focus on as much this week" (PostFG, C1, p4).

bii Ethical, collaborative working?

At the end of the course, 9 participants felt confident on their knowledge of ethical, collaborative working, in comparison to 6 participants at the beginning of the week. However, 4 of the participants didn't feel confident on their knowledge of ethical collaborative work.

While the concept was quite ambiguous before, all participants developed a more elaborated understanding of the term. Even in the case of the participant, who thought the term is still unclear, their objection seems to be directed toward the terminology as this can be read in this excerpt: "It's still not clear to me where is the ethical part in this. […] I mean why it's called like this, right, so it might be […] clearer if you call it inclusive collaboration" (PostFG, C1, p8).

Participants were able to identify ethical concerns when it comes to nature and communication.
Nature was identified as a stakeholder, showing assimilation of the concept of post-humanism. "So what changed for me […] in terms of ethical collaboration was basically so the post-humanist approach. So thinking of nature as a stakeholder [which is] a part of being ethical" (PostFG, C1, p9).
Communication was viewed by one participant as possibly "uncomfortable", and highlighted to one of the groups performances as an example of this discomfort. Another participant pointed out the necessity to discuss values with a group before starting to collaborate.

biii being empowered to enact change?

By the end of the week, 11 participants felt confident in their knowledge in being empowered to enact change, while only 7 felt so at the beginning of the week. Empowerment seemed to rise for participants through group bonding ("[W]e've all […] bonded and made connections […] and we also are people who really want to work for the same goal [which is] very important, to feel empowered to enact change, (PostFG, C1, p11)) and by tackling concrete challenges that they face on their lives.
However, the lack of time to discuss the challenge made them feel less empowered as a consequence of not being able to discuss concrete actions ("it's hard to feel like something can make change unless it's a concrete solution" (PostFG, C1, p11)).

Movement and embodiment were two other tools that empowered the participants. ""[L]ike embodying something and sensing something in the body, […] sometimes when you get stuck in your brain and, like, looking for cognitive solutions […] I find empowering to be reminded of that." (PostFG, C1, p11). For one participant, posthumanism also led to empowerment, by giving new perspectives.

c. What, if any, innovations emerge for participants within the SciCultureD courses?

Expectations and future activities

Most participants say the course met their expectations well, but the majority stayed neutral regarding planning and delivering an event themselves. Their confidence in their knowledge and understanding has improved in all domains transdisciplinary learning, ethical collaborative working and being empowered to enact change. Four participants out of fifteen still disagree that their experiences regarding ethical collaborative working during the course had made them feel confident about their own knowledge and understanding of that topic.

Participant post-course responses

■ Strongly disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly agree

SciCultureD course meeting expectations: 1 ... 8

Confident to plan and deliver ScicultureD event: 3 ... 1 1

10 8 6 4 2 2 4 6 8 10

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Did the SciCultureD course meet your expectations?	0	1	3	8	2
How confident do you feel to plan and deliver a ScicultureD meets event?	0	3	10	1	1

Participants' initial expectations thematised:

The majority of participants were expecting to learn how to use transdisciplinary approaches to complex problems like sustainability, and how to design learning experiences that incorporate transdisciplinary and design thinking approaches. The majority were also in some way keen to take or be inspired by what they learned into their own professional work as teachers, science communicators, work with immigrants, community builders etc. Some specified that this would be in terms of learning different platforms or approaches that can be used for teaching

A small number of participants expected to benefit from networking with partners and other participants (experiential and social learning), to share experiences and knowledge with those from different fields, and also to continue to work for sustainable solutions after the course. A number of participants were hoping to specifically learn more about the Greek context.

One participant was particularly interested in better understanding how to engage people in setting the research agenda and finding reliable solutions; one expressed excitement and curiosity generally.

Did the course meet their expectations? (thematised)

Participants mostly felt that their expectations were met, with praise for the design of the programme in addressing complex problems (through transdisciplinarity, problem-solving and design thinking), the tutors' support amidst Covid issues, capacity to learn new approaches (e.g. movement and sound); working with others from different backgrounds; fluent group discussions and reflections. One also commented that it had exceeded their expectations, and one that the course was different to their expectations but had allowed them to grow in different ways which they would use going forward.

Apart from in relation to:
- the involvement of the Greek context, whilst recognizing that this was due to the Covid situation; and a desire to meet more Greek educators, organizations etc (4 people reiterated this)
- at times guidance through the week was partly was not very helpful, causing stress
- some calls for more practically grounded solutions
- some overtly negative feedback around partners overtly focusing on their personal interests and not wanting specific output, as well as providing judgmental feedback that was unhelpful, creating an impression of superiority
- Desire for more content on sustainable education
- Frustration that the assignment was tailored to educators which one participant felt was irrelevant to their own professional work
- Obstacles experienced through the 'terrible' wifi network and Covid which lost time re colleagues and tutors online

How confident do participants feel to plan and deliver a SciCultureD meets event?
A small number of participants expressed confidence in doing this but the majority said that the expectations of the programme into the event were not clear to them, some saying that they did not know what a 'SciCultureD meet event' was, nor were they clear about the Ambassador network. Some suggested that discussing it at the end of Friday when they were also trying to do the photolog and focus group was not the best time. There were requests for more briefing on this.

One person commented that time is a big factor both for event planning and delivery. Others said that they felt confident and would use experts (or ask course tutors) to help them deliver it; this was reinforced by another saying they weren't sure that they could deliver what was required on their own. Another doubted whether they had enough organisational skills to pull it off.
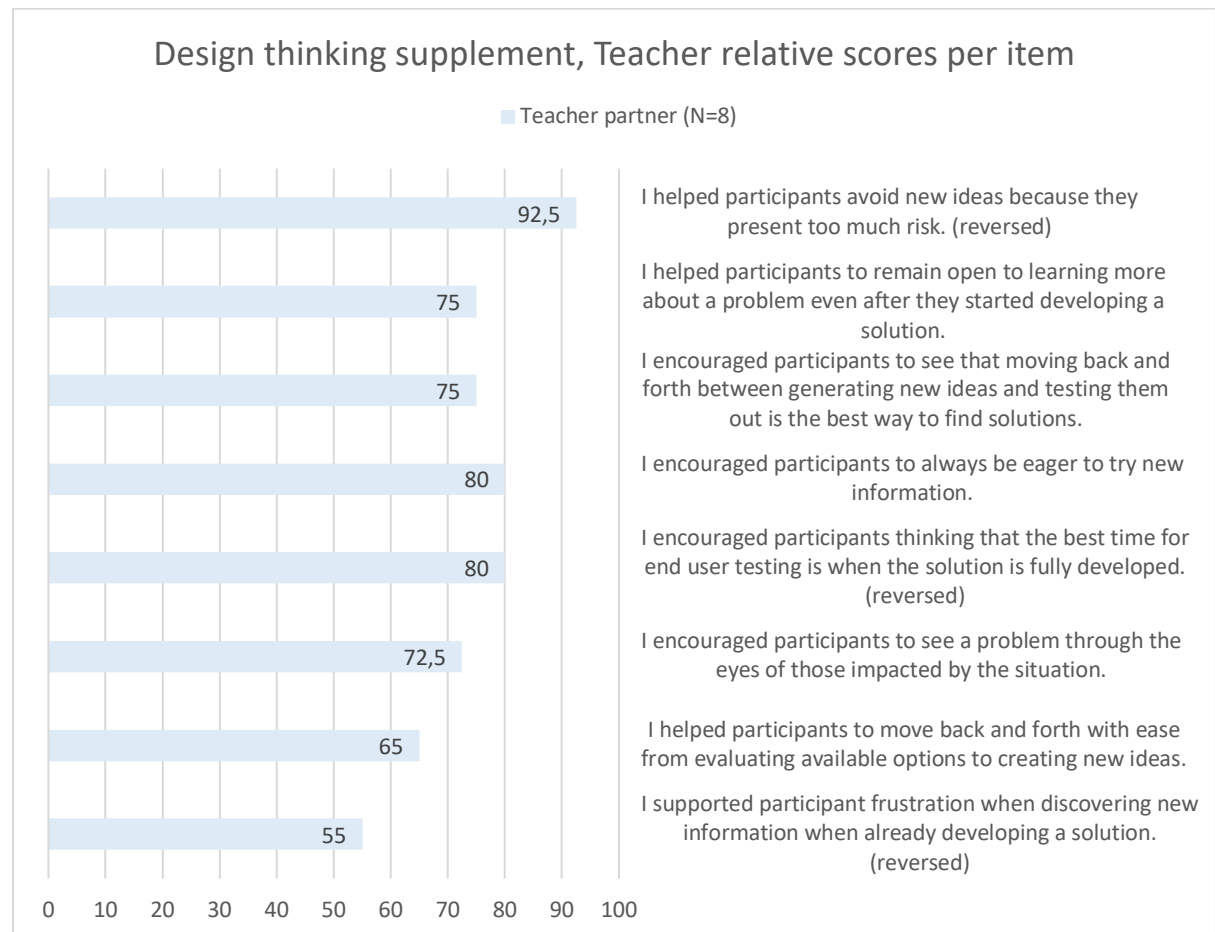
One participant was uncertain of the long term personal benefit, saying they had been asked to 'work for SciCultureD' (no explanation of what this meant though), and that they would rather just keep in touch with relevant people for them.

Another provided overtly negative feedback: "I'm sorry to say that I'm not sure I would want to have an association with SciCultureD after this course. I am grateful for the people I was able to meet from different backgrounds and what I could learn from their experience. Unfortunately, I feel less clear about the goal of this course after having finished it. It is an interesting introduction to different methods and theories, but I don't see the point in using

all of these resources if we're not supposed to form an action plan to carry forward after the course."

2. **a. How do the key features of design thinking and creative pedagogy manifest for partners in designing and teaching the trans-disciplinary intensive?**

Design Thinking

Design thinking supplement, Teacher relative scores per item

Teacher partner (N=8)

- I helped participants avoid new ideas because they present too much risk. (reversed) — 92,5
- I helped participants to remain open to learning more about a problem even after they started developing a solution. — 75
- I encouraged participants to see that moving back and forth between generating new ideas and testing them out is the best way to find solutions. — 75
- I encouraged participants to always be eager to try new information. — 80
- I encouraged participants thinking that the best time for end user testing is when the solution is fully developed. (reversed) — 80
- I encouraged participants to see a problem through the eyes of those impacted by the situation. — 72,5
- I helped participants to move back and forth with ease from evaluating available options to creating new ideas. — 65
- I supported participant frustration when discovering new information when already developing a solution. (reversed) — 55

In the post course survey, the partners scored[1] relatively high on statements connected to the design thinking concept. Encouraging new ideas (measured by a 'reversed' statement in the survey) scored particularly high, while two statements scored relatively low; helping participants to move back and forth between evaluating options and creating new ideas, and the score of a 'reversed' statement, supporting participants' frustrations when discovering new information after developing a solution.

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[1] The scoring system in the graphics is the relative percentage of the score that partners awarded the statement, on a score of 1 to 5, reflecting low to high agreement. With 8 partners answering the survey, the maximum score for a statement would be 40 points, which would give 100% in the graphics, 32 points (an average score of 4) would give 80%, and so on. Note that statements marked 'reversed' have flipped scores. This means that a low score (reflecting low agreement) to a "negative" statement will show as a high, "positive" score in the graphics.

One partner says she was happy to have a design thinking expert at the course, and was struck by the quality of insight and facilitation that the expert provided. The partner also expressed that she felt like the participants understood the process going from an open-ended richness of excursions on Monday, and by "Wednesday morning they were then experiencing this understanding of what it means to come to the essence of something." (SI, C1, S, p2).

The design thinking expert experienced that the first diamond of the double diamond worked well, and that the groups' problem statement came out clearly on Wednesday afternoon. The second diamond did not work out as well, probably due to what she described as the panic of the presentation. Some of the groups stopped exploring new ideas, and only one pushed themselves and managed to do the second diamond. She suggests three different possible solutions to this time challenge – 1) that a tutor could follow the groups closer during their group time, 2) that the importance of the presentation could be reduced, or 3) that the time schedule could be adjusted so that the group process starts on Monday, giving more time to finish the diamonds and preparing the presentation. A different tutor also thinks the double diamond process should be done on day four of the course, giving more time to develop the main idea.
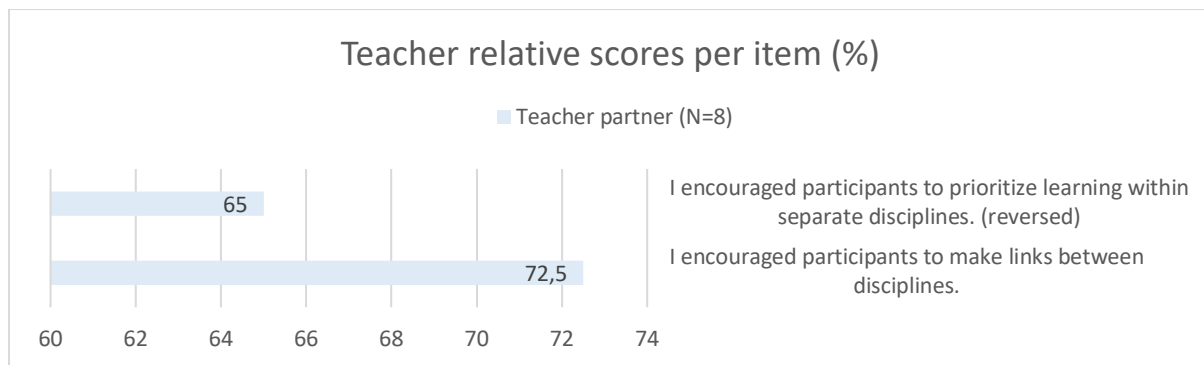
One partner explains the process as a spiral, and adds that this is how the design thinking approach should work: "to start with an idea, discuss it, then come back, review, and start working with the ideas in a way that, you are producing something then you come back to review, then you produce more and you conclude, let's say with a certain product, service or idea that you can present." (SI, C1, S, p4).

Figure 7 - PP slide showing the double diamond design thinking process. The terms divergent and convergent (from slide). (FN image1, S, C1)

Transdisciplinarity

Teacher relative scores per item (%)

Teacher partner (N=8)

65	I encouraged participants to prioritize learning within separate disciplines. (reversed)
72,5	I encouraged participants to make links between disciplines.

60 62 64 66 68 70 72 74

The post course survey shows partners scoring a moderately 65% and 72,5% regarding, respectively, encouraging transdisciplinary learning and making links between disciplines. Among the partners, there were different views on whether or not transdisciplinarity was a strong feature of the course. Several pointed out that transdisciplinarity is an important part of the course as a whole: "I think that's almost there by default because the participants come with such a broad range, and the staff team has such broad range of expertise that you cannot help for those dialogues to be transdisciplinary in nature". (SI, C1, S, p3). One trainer mentioned how the presentations reflected transdisciplinarity, as did the challenge itself. Transdisciplinarity was pointed out as something that was strived for, and something that was very important in the planning process by one of the partners.

A different partner talked about bringing people with different backgrounds together as being central to the transdisciplinarity of the project: "[I]t's always about bringing these different groups of people together and how to do that, and I wanted the shapes to be discordant, basically, so they're different shapes, they don't really fit, but we're trying to see how they can work together." (SI, C1, S, p4).

Several trainers were of the opinion that transdisciplinarity is something we still need to work on:
- in the whole course: "[T]ransdisciplinarity were there, but I think that it still needs a bit of work, mainly from our part, in order to provide the whole course as a pure transdisciplinary course". (SI, C1, S, p3).
- in certain parts of the course: "I think those sessions, especially the soundscapes and the maker session, they need to have more transdisciplinarity". (SI, C1, S, p2).
- in bringing the participants' different transdisciplinary perspectives into the course:
"Transdisciplinarity was in the room but we didn't really address it so we didn't really ask them to bring in their different transdisciplinary perspectives, so this could have been stronger, but I didn't see it too much". (SI, C1, S, p2).

One partner expressed that she believed that most sessions were more multidisciplinary, while the movement workshop was truly transdisciplinary.

Figure 8 - The first session I created with a partner that was not from my institution. During planning, I didn't quite visualise how the ideas would come together in the session, so it was really interesting to see how it played out. Wednesday, S

Ethics and Trusteeship
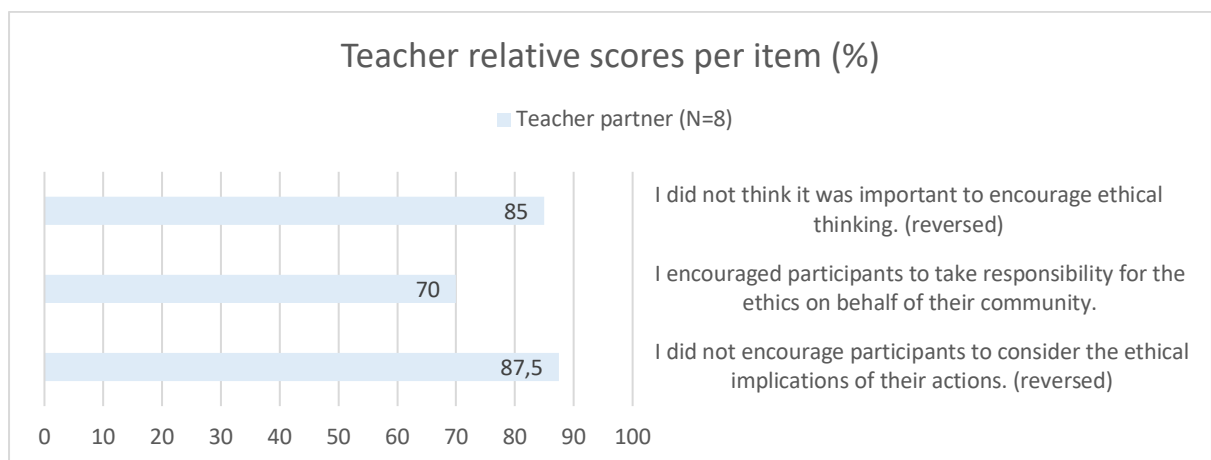
The partners scored relatively high on ethics statements, particularly the two reversed statements above. The score was somewhat lower (70%) on encouraging participants to take responsibility on behalf of their community. How ethics and trusteeship played out

during the week, was summed up by one of the trainers: "Ethics and trusteeship was very present in the beginning, when we got to field trips. It may have faded a bit into the background during the week. (…) [I]t was still embedded in their presentations at the end, but it wasn't an active discussion point" (SI, C1, S, p4).

The trainers sensed the engagement in ethics especially during the field trips: "I think that people really thought about the community, especially when we went to the [Ellinikon] Centre." (SI, C1, S, p3). Also, the Ellinogermaniki Agogi School brought up questions of ethics, with a rather high school fee for the students attending this private school.

Figure 9 - The city transformation project, with ethical questions that made SciCultureD participants uncomfortable with the whole concept. Monday, S
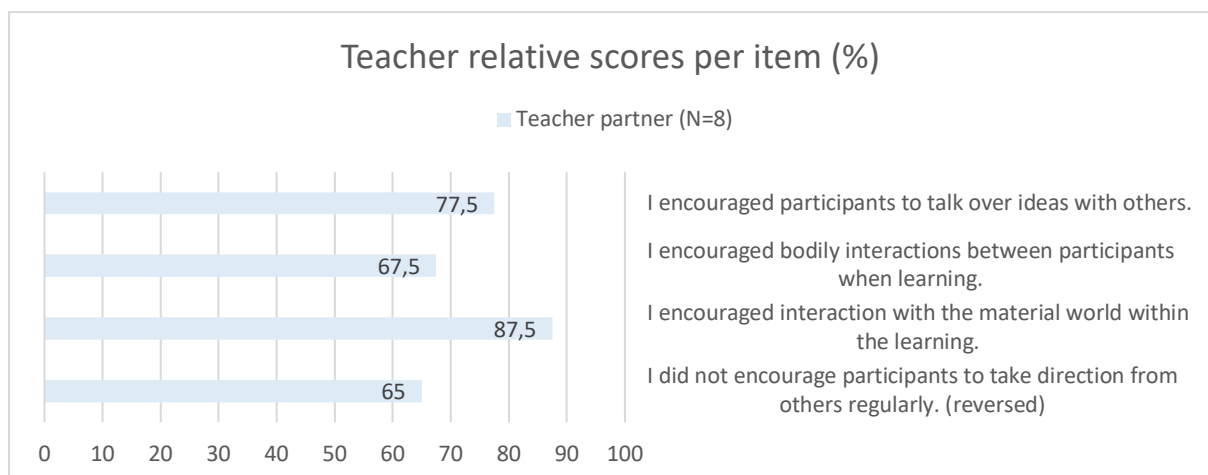
Ethical awareness and trusteeship were an important foundation for the group work and the collaborative approach, though it was not always discussed extensively. The dialogue in some groups showed that they really understood the ethics and their responsibility, and for one group "[i]t caused some issue, in the sense that they were so aware of who they are and their ethics in this process that they almost did not want to take a decision…" (SI, C1, S, p3).

Finally, ethics linked to sustainability seemed to be an important guide in many of the participants' and partners' lives, surfacing in choice of food and the task of sticking to one plastic bottle during the course week.

Figure 10 - I am not sure why the water bottles seemed important. Maybe because they were always around. Maybe because they weren't a sustainable solution and I didn't have enough agency to find another option. Thursday, S

Dialogue

Teacher relative scores per item (%)

Teacher partner (N=8)

Item	Score
I encouraged participants to talk over ideas with others.	77,5
I encouraged bodily interactions between participants when learning.	67,5
I encouraged interaction with the material world within the learning.	87,5
I did not encourage participants to take direction from others regularly. (reversed)	65

The survey graphics show that partners scored high on encouraging interaction with the material world, and a bit more moderately on encouraging participants to talk over ideas with others. They did not so much encourage bodily interactions and taking direction from others.

Dialogue was pointed out as a main feature of the course, as expressed by these two partners: **"**Most of the things that we did, like, this is maybe even the strongest [key feature], I feel like, was about dialogue". (SI, C1, S, p3); "I believe the dialogue was the main thing that, uh, was used […] and maybe a Socratic dialogue, I would add." (SI, C1, S, p2).

Dialogue was pointed out as important in the conversations within the groups in the room, between the groups and the mentors, and in other settings like on the bus and on field trips. A long stretch of conversation from Tuesday pm fieldnotes shows dialogic engagement between an online trainer and one of groups (FN, S, C1)

Figure 11 - The participants are meeting with online participants by having them on their laptops. I took this image because both the physical participants and Mari the online participant put a lot of effort into the communication. Thursday, S

One of the partners expressed that "I really enjoyed the dialogue part" with the groups (SI, C1, S, p3). However, there were also more problematic aspects pointed out, for instance issues with explaining the process and expected outcomes of the course. A participant who had been partly absent from the group work "was bringing up issues which they felt they had already discussed" (SI, C1, S, p4), making the rest of the group feeling like they were falling behind right before their presentation on Friday. Participants also expressed a need for more communication with the local community throughout the week, with both Greek tutors being online and no Greek participants present.

A different perspective had to do with imbalance in the dialogue: "So in the group dialogue that I listened to, clearly some voices are always stronger. I think it can be easy in those dialogues for the online participants to have less of a voice and be less of a part of the dialogue, and I think that's something, as a team, we might attend to." (SI, C1, S, p2-3).

Figure 12 - I took this image because it captured the reaction and conversation taking place with the objects. Monday, S

Empowerment and Agency
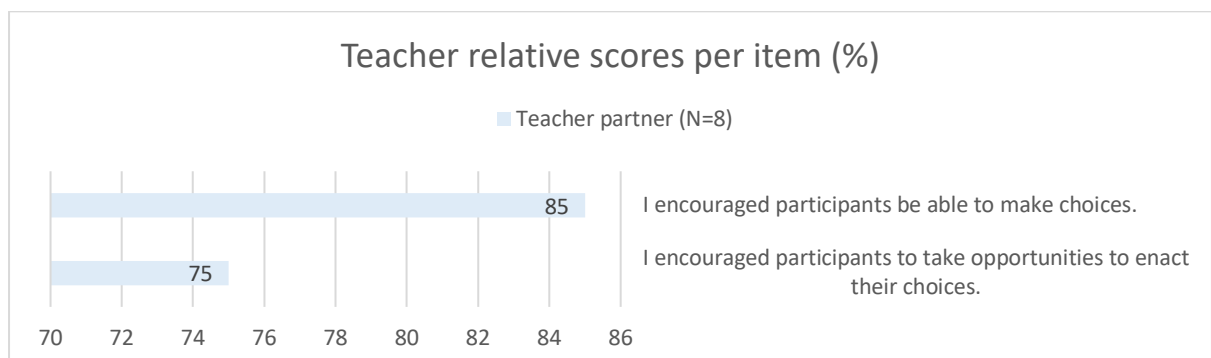
The partners scored high on encouraging participants to be able to make choices (85%), and a bit lower on making them enact their choices (75%). One partner sensed that the empowerment among the participants was already there before the course: "[T]hey were already, from their personalities, maybe a lot of them already very in this empowering

mode." (SI, C1, S, p4). A different partner observed that some participants brought their agency into the course, but that this played a minor part towards the end.

One of the new partners emphasised that the course was encouraging, 'not top down', "and this increased the agency of the participants also, giving them different models, different methodologies, improve their agency to work around in different scenarios". (SI, C1, S, p2). Similarly, another partner pointed at the course's varied approaches that made it possible to grasp and start working on a 'wicked' problem like the challenge presented. A third partner pointed out the need for further support and guidance from the consortium in order to get further in developing the groups' products, and thus increasing their empowerment and agency.

A problematic aspect of empowerment in SciCultureD pointed out by a partner is related to shared empowerment and participants' unequal voices in dialogues: "I think empowerment is always a tricky one on the SciCulture programmes because it's a shared empowerment and that can be tricky. So in the group dialogue that I listened to, clearly some voices are always stronger." (SI, C1, S, p2-3).

The balance between agency and taking decisions while at the same time being aware of ethics and responsibility was highlighted by a partner: "[H]ere was one group which didn't [understand the ethics and their responsibility as the people taking decisions], so they kind of then took the decisions, which was too sol[id], you know, too solid of a reaction to it". (SI, C1, S, p3).

Empowerment through embodied dialogue was evident in field notes from Wednesday's session: "The class in circle watching the two participants. They hammer on the floor, raise their arms up, sit down back to back. The participants watching are clapping. A facilitator is encouraging them to comment on what they have seen, and some do." (FN, S, C1)

Figure 13 - This image shows the role play group work, I chose this image as there was confusion and general disagreement with the task. Tuesday, S

Risk, Immersion and Play
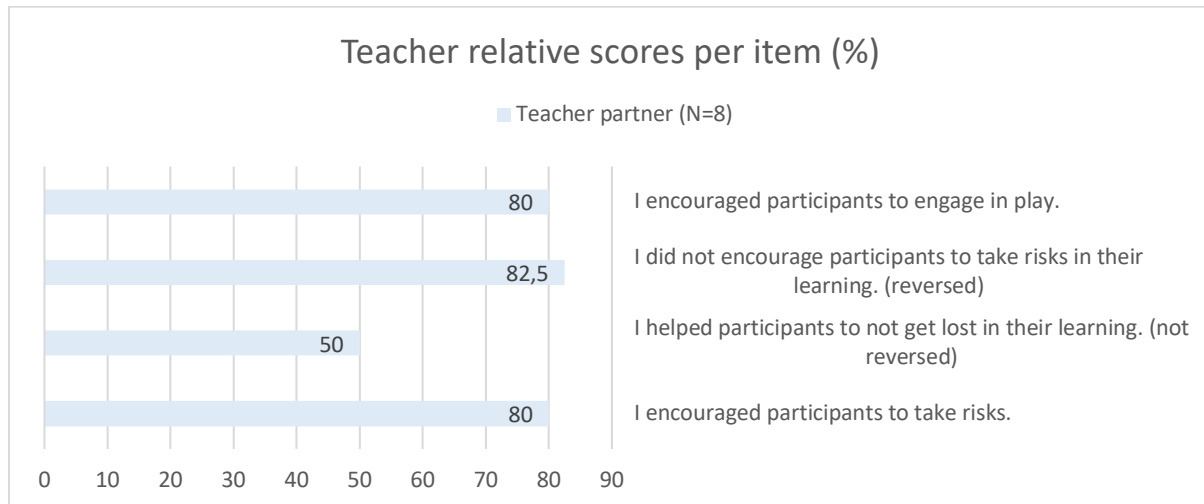
Partners scored around 80% on encouraging play and risk, but low (50%) on helping participants to not get lost in their learning. This last statement scored the lowest of all in the partners' post course survey.

Partners mentioned play as evident in specific sessions that were designed for it – like the maker workshop and the soundscape session. One mentor was experiencing this to a larger extent via Teams: "I got the feeling of playfulness during the sessions and the home groups where they were creating their ideas, let's say, the mock-ups or the things that they have create". (SI, C1, S, p3).

One partner mentioned risk in the soundscape activity, and that participants "kept trying to go to different places to get their sounds inclusively, trying to go to places that we're not supposed to go". (SI, C1, S, p4). Risk was also described as evident while trying something new and going out of themselves. Several talked about risk as a "place of unknowing", of stepping into an unknown process early in the week. At this time "everyone was feeling really anxious [...] but I wouldn't really classify it [...] as high risk or something". (SI, C1, S, p6).

The informal 'hanging out', especially on Tuesday night, seemed important for how the participants and tutors settled in for the rest of the week, perhaps also making greater possibilities for risk-taking and play during sessions and in the group work. Even a partner online noticed the course had a "positive atmosphere going [...] so it was really great to see, that felt like a much more healthy positive kind of relationship and atmosphere in space this time round." (SI, S, p5).

Towards the end of the week, there was little risk-taking according to the partners. "[O]n Thursday there was a bit of exploring ideas, but it wasn't, I wouldn't say it was properly carried out, and I think it was some groups, I mean, I think two groups went direct to an idea and stuck to it and didn't move from there". (SI, C1, S, p2). Another partner who didn't experience much risk-taking at the end of the week said, "when you do a presentation that asks people to put in their input, at least for me, that feels safe […] I'm not risking myself". (SI, C1, S, p3).

One partner described the field trips as "fantastic in the immersion" (SI, C1, S, p2), while a different partner describes the beginning of the week as "cut up into chunks" (SI, C1, S, p3). This partner expected there to be more immersive behaviour later in the week. A third partner described the course as a centrifuge of ideas and inputs, an immersive learning experience for both participants and tutors.

Play during movement session:

Figure 14 - In the middle of the week I started to have more time for pictures. I had fun trying to show the material of the session and the participants. Wednesday, S
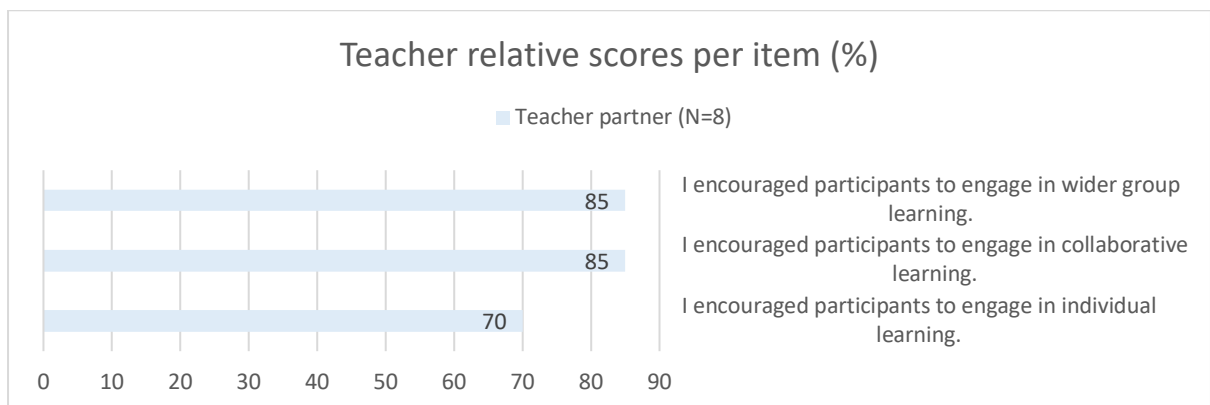
…and play during maker workshop:

Figure 15 - Most extraordinary approach to making. Wednesday, S

Individual, Collaborative, Communal

The graphics above show partners scoring high (85%) on encouraging group and collaborative learning, and lower (70%) on encouraging individual learning.

Some trainers described the collaborative aspects as happening in many different ways in each of the home groups, with the participants "cycling through questions and answers and unknown possibilities". (SI, C1, S, p4). One partner felt that three of the four home groups grew well together as a group, and that they really understood the idea of collaborating, playing on each other's strengths and weaknesses.

One partner pointed out that the collaborative and communal activities present were not so well advanced or developed during the five days. While there were many successful collaborations, one partner pointed out that at times participants were struggling with how to contribute and how to work well together. Another partner noted that there were efforts

of getting input from the community, and that several of the groups' presentations mirrored this, inviting local communities to contribute in their projects.
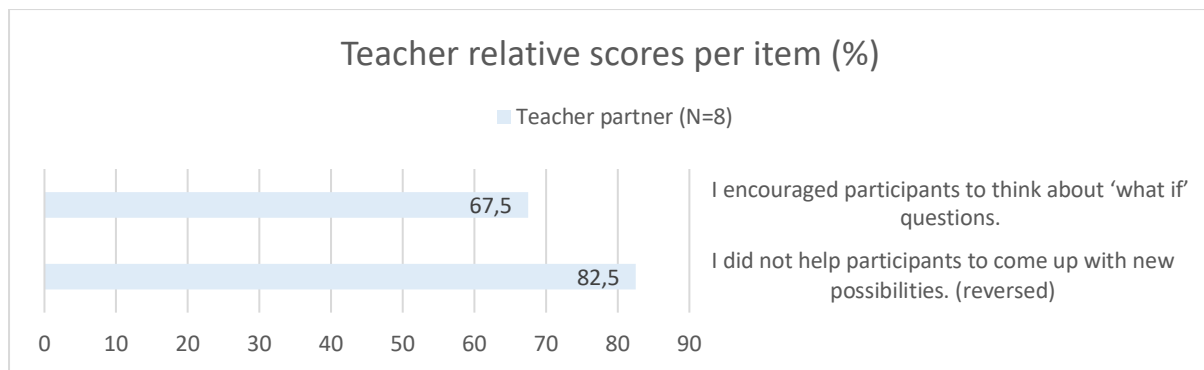
The individual aspects were less evident, and a partner noted that we had not planned for it in this project. However, the partner observed one group in particular where the members worked partly parallelly with research for their project, before putting it all together as a group.

One partner compared the course to a musical orchestra, using this metaphor to describe the challenges that the participants faced during the project: "[s]ometimes it wasn't really clear what the music sheet was offering them, so they didn't really know it and they were confused, which had some good parts about it so there was some good confusion there in terms of 'let's improvise, let's do something new, let's test something together', but there was also some negative irritation and confusion because like it wasn't clear... I don't know how to use the instruments in a good way and what actually was the music that everybody wanted to do together". (SI, C1, S, p3).
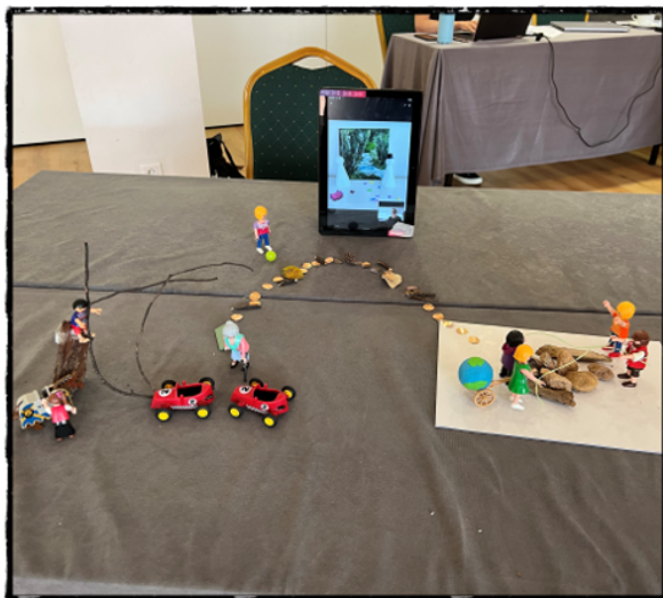
Figure 16 - Maker space session in Athens, represented here by a group's finished model, including virtual elements from a participant in Bergen, Norway. Collaboration online works! …with a Wi-Fi connection. Wednesday, S

Possibilities

Teacher relative scores per item (%)

Teacher partner (N=8)

I encouraged participants to think about 'what if' questions. — 67,5

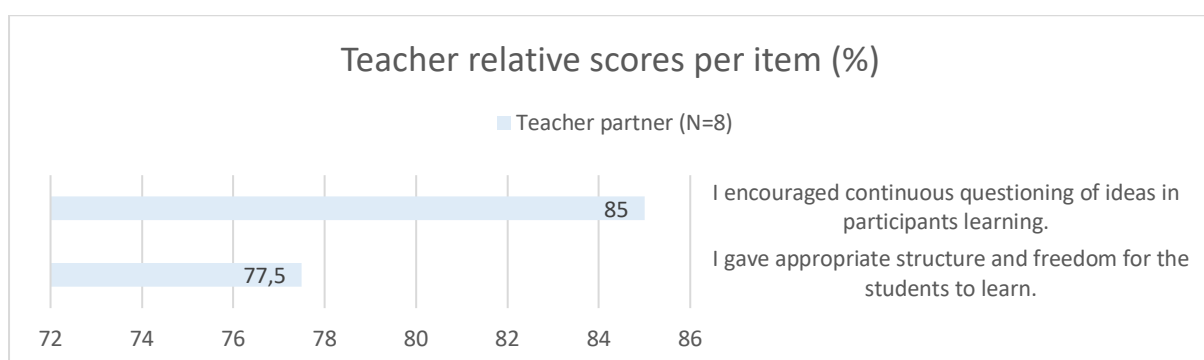I did not help participants to come up with new possibilities. (reversed) — 82,5

Partners felt to a relatively high degree that they *did* help participants to come up with new possibilities (82,5%), while they only scored 67,5% on the statement of encouraging participants to think of 'what if' questions.

Several partners described the field trips as open-ended, expanding a concept of possibilities. This was also a challenge and the open approach led to some confusion concerning the final output. This openness to possibilities was evident in the first diamond of the design thinking, but several tutors noted that this element disappeared in the part of the week.

One partner explains her notion of the concept 'possibilities': "I think possibilities is when you learn something new, and I think, yeah, some of the things were definitely new, especially the embodied dialogue and the soundscape". (SI, C1, S, p3). Another partner states, "the arts inputs present possibilities on how to see it from new angles. It challenges you to think creatively, you know, how can you express sustainability through movement, you know, for instance, and how can you use sound to also express the problems and challenges that we face." (SI, C1, S, p2).

The participants came up with in depth problems and concepts, and questioned the team of tutors, which one tutor enjoyed. Others called for a link between these possibilities and how to use them in everyday contexts, making it easier to apply their projects and ideas in real life. The Ambassador Network might have limited the exploration of possibilities to some degree, a tutor claims, perhaps giving the participants a more concrete, action-based goal for their work early on in the week.

Balance and Navigation

Teacher relative scores per item (%)

Teacher partner (N=8)

I encouraged continuous questioning of ideas in participants learning. — 85

I gave appropriate structure and freedom for the students to learn. — 77,5

On balance and navigation statements, partners scored relatively high, especially on encouraging continuous questioning of ideas (85%). They scored a little lower on giving appropriate structure and freedom (77,5%).

There were many reflections on the course outline of the week. Most experienced that the balance between input and group time was good, but that the course was too hectic at the end of the week. One partner pointed out that "a totally artistic service product, it is not so easy, I think, to develop it in the time that the participants had." (SI, C1, S, p4). Several pointed out that the challenge came nicely together for the participants on Wednesday: "they were then experiencing this understanding of what it means to come to the essence of something." (SI, C1, S, p2). A different tutor pointed out that the session with the thinking hats helped them to find the essence of the challenge.

One partner felt like the challenge "was not very clear. It was like very long, the description in the design brief that the participants got. [...] it was not on the point, 'what is the exact challenge that we're working on?" (SI, C1, S, p9). The partner witnessed that there were discussions back and forth on "how important is the challenge, actually? Is it just kind of a play field to try out the methods, or is it actually very important in a way that they are supposed to develop something?" (SI, C1, S, p9). Partners also expressed that the challenge of this course needed input from locals, which was lacking since there were no Greek participants present, while the Greek tutors were partly available on Teams.

One trainer thinks SciCultureD should "match the challenge with the interests also of the potential participants," and that "it would have been great to have a challenge in which they really come up with something that potentially could be put into practice." (SI, C1, S, p4). A different partner expressed that the former is already the case, and that the participants already have the chance to go into what they are interested in.

The problem of having presentations was addressed by a trainer, stating: "that really caused a lot of anxiety and panic[...] a lot of these participants went direct to, kind of, exam mode, which I think stops the thinking." (SI, C1, S, p2). Another partner thought the input from partners perhaps affected the presentations more than the sessions of the course. A third partner wanted to put more focus on expectations next time, so that the participants are aware of what's expected of them and when it's OK to be confused.

Lack of balance at the Ellinikon Experience Centre:

Figure 17 - Although this photo is not properly focussed, it shows the confusion and distraction of the participants, whilst the guide was talking everyone else was distracted by their thoughts. Monday, S

Adaptation to a digital world

A partner who taught online described her experience of teaching this way: **"**[W]hen you're teaching online and the majority of the participants are in a space together […] there is a certain level of detachment […] So my relationship to them *feels* very distanced. […] [It] never feels like it feels when you're in the room, immersed with people". (SI, C1, S, p4)

Figure 18 - Trying to read the room through Teams, never easy. Tuesday, S

Two partners talked about the online participants, and how they could facilitate a better experience for them. One partner was describing how the facilitator should "really hold […] the online participant […] in as an engaged way as the people in the room, and you have to constantly think about that" (SI, C1, P, p5), so they don't feel like they're in deficit or being ignored. The other partner talked about the hybrid experience being fragmented both for the online participants (including WiFi problems to the equation), and the person running the livestream, and that it's a challenge for one person to provide a seamless hybrid experience of the course while also having many other tasks. One tutor that was online experienced to be cut off due to presentations moving outside. A third partner pointed out that a 360 camera would be helpful in giving a better online experience.
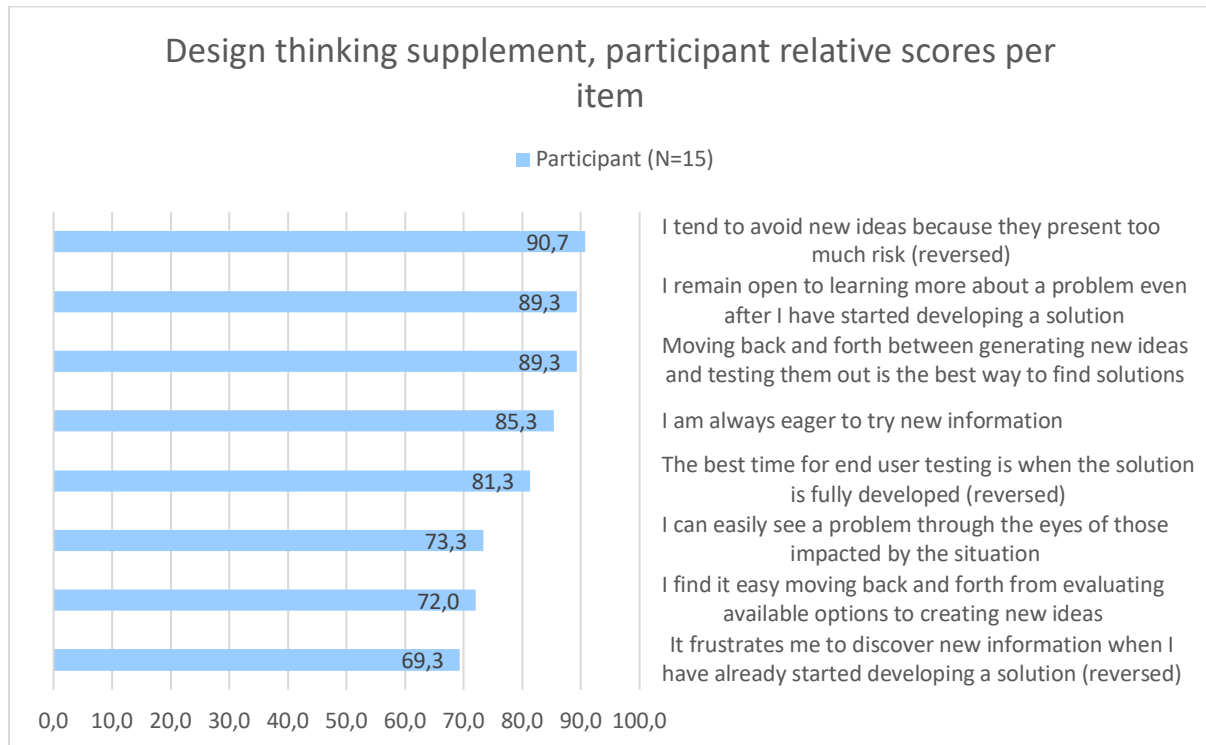
The tablet named after the online participant:

Figure 19 - Always taking care of "[participant's name]. Friday, S

b. How do the key features of design thinking and creative pedagogy manifest for the participants?

Design Thinking

Participants scored relatively high on statements connected to design thinking, with half of the statements getting a score of 85% or higher. Three of the statements got a lower score of around 70% or slightly higher. The three lower score statements show that participants might find it somewhat challenging to see a problem through the eyes of those impacted by the situation, that it's not necessarily easy to move back and forth between evaluating options and creating new ideas, and that it can be somewhat frustrating to discover new information late in the process of developing a solution.

All the voluntary participants in the post-event focus group interview expressed a positive impression about design thinking but reported to "be confused" during the process. A participant pointed out that "because of the design thinking, you have more time to think about the problem and the ideas before coming to [the] solution" (PostFG, C1, P5). One participant expressed that it was helpful to know that it was OK to not have a solution yet, and yet another that through the process it all came together,

One participant expressed confusion with having two tasks – the challenge and the presentation. Not knowing exactly want the partners wanted from the participants was a part of this confusion for another participant, who also described this as 'intentional'.

Figure 20 - Having had no experience at using design thinking at all, I was curious to see how I would react within the process. What I have discovered: I need to be more patient and more flexible when new ideas are on the table. Wednesday, P

Transdisciplinarity
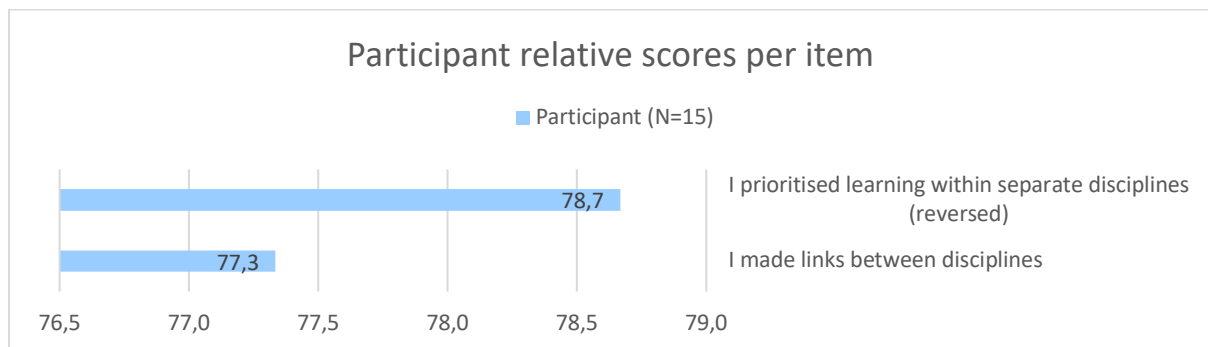
The post course survey scores show that participants scored relatively high on transdisciplinary learning, with scores of 77-78%. They both felt that they made links between disciplines and that they didn't prioritise learning within separate disciplines in the course.

During the course, the participants' understanding of transdisciplinarity developed. In the focus group interview, a participant described it like this: "[Before the course, transdisciplinary meant for me] using more than one subject or […] two […] at the same time, but now [it includes] the ways of thinking and […] methods that you can use across […] different things, and especially the inclusion of art, which is not something I've done a lot. So the soundscaping and the movements" (PostFG, C1, P2). One participant described the course's use of transdisciplinarity as an invitation to experiment and explore, and also to explore the challenge as much as the solution.

Whereas all the participants in the focus group expressed a positive experience of combining science, entrepreneurship, the arts, and design thinking together in the course,

one participants missed more focus on entrepreneurship, mentioning financial aspects specifically.

The participants found both the school visit and sessions to be inspirational, and to be reflecting transdisciplinarity in different ways:
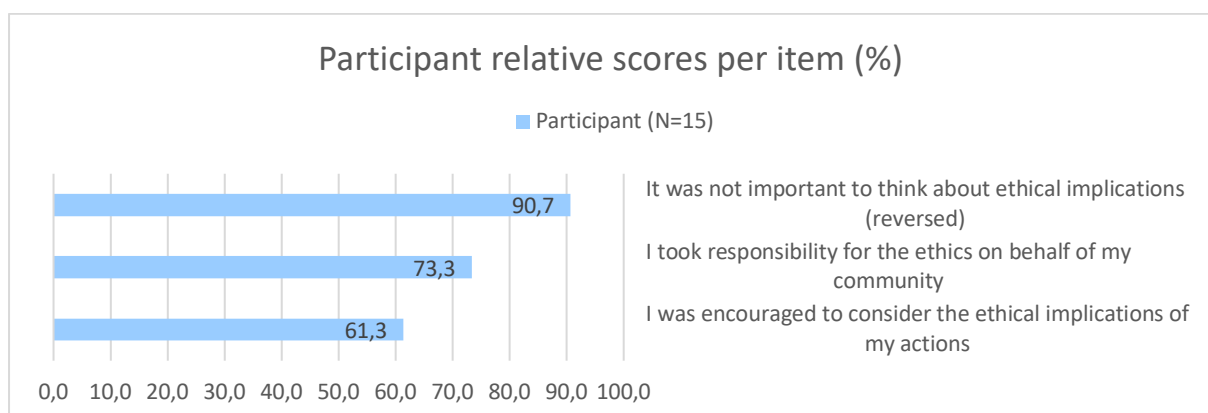

Figure 21 - This open school is designed to promote creativity in both art and science, without limiting students to one or the other. Students can define themselves through varied art forms and sciences. Monday, P

*Figure 22 - A true transdisciplinarity, Wednesday, P*

Ethics and Trusteeship

The survey shows that the participants felt that it was important to think about ethical implications (90,7%), and somewhat important to take responsibility for the ethics on behalf

of the community (73,3%). However, they did not feel particularly encouraged to consider ethical implications of their actions, since they only scored 61,3% on this statement, which was the second lowest score in their survey.

Ethics became an important discussion point during and after the two excursions on Monday, focusing on free public schooling vs. private schools, and the problematic sides of a big city development project. Photologs by the participants reflected this engagement in ethics and trusteeship. The engagement rose particularly during their visit to the Ellinikon Experience Centre. In this photolog it was described as a 'bonding exercise':
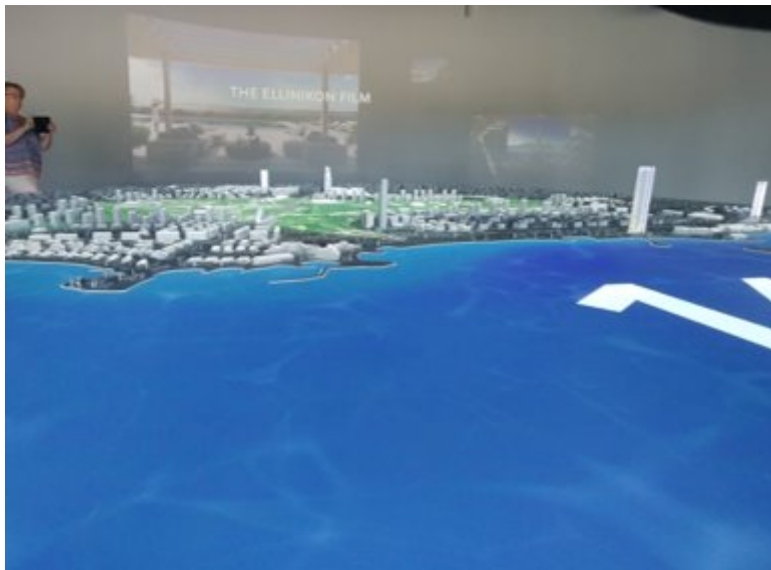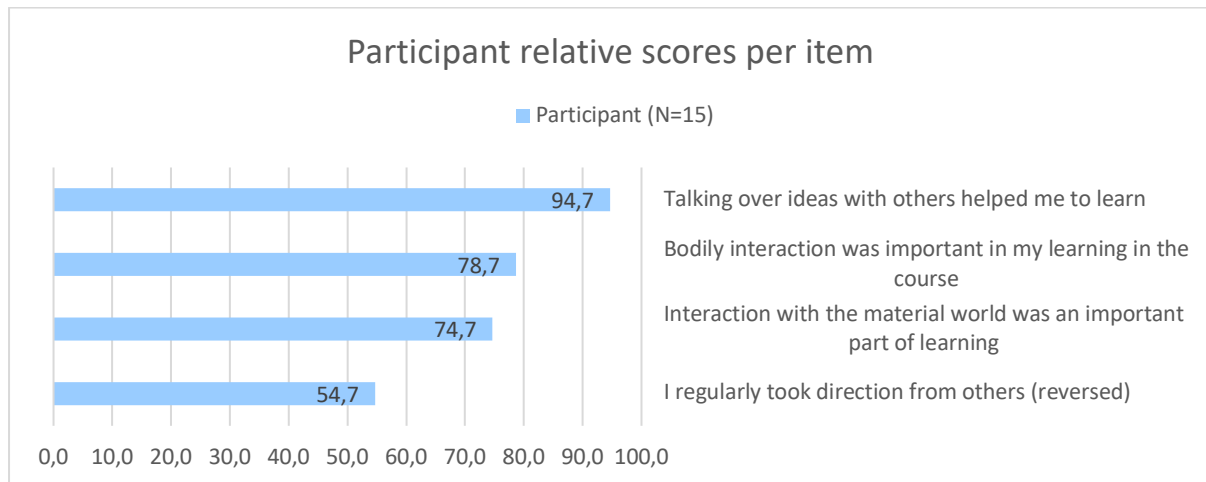

Figure 23 - Capitalist dystopia? Picture from the Ellinikon experience center. The experience in the center was very different from what I expected coming from my work at Vitemeir, but I would say that the way it provoked everyone in the group was a great bonding exercise for the group! Monday, P

Figure 24 - BUT ACCESSIBLE TO WHOM? But in reality who will Ellinikon be accessible to? Residential areas are clearly not for middle or lower income residents. Our "guide" told us there would be walls and security.. And where and how will workers live? This photo captures a housekeeper at the entrance. Monday, P

Ethics was also very much present in group discussions, in the participants' application of for instance post-humanism in their work, in their choice of food during meals, and in the group presentations, though not always expressed.

Dialogue

Participant relative scores per item

■ Participant (N=15)

Item	Score
Talking over ideas with others helped me to learn	94,7
Bodily interaction was important in my learning in the course	78,7
Interaction with the material world was an important part of learning	74,7
I regularly took direction from others (reversed)	54,7

0,0 10,0 20,0 30,0 40,0 50,0 60,0 70,0 80,0 90,0 100,0

The dialogue statements in the post course survey show a great divide in the participants' scores. While 'talking over ideas with others helped me to learn' gave the highest score overall in their survey (94,7%), a reversed statement, 'I regularly took direction from others', gave the lowest score of the survey (54,7%). Statements on bodily interaction and interaction with the material world gave scores in the mid and high seventies.

Dialogue was perhaps mostly visible in the group collaborations and in discussions with the partners, both contexts which imply dialogue. A group collaboration session was described like this: "They use bottles to communicate. They have a piece of paper and write with a blue pen. They do gestures, for example point to the bottles. They ask each other questions. They make eye contact. They talk with hand gestures. While planning they sometimes take notes on pieces of paper. They all participate." (FN, S, C1). Other field notes describe participants having conversations in groups of two or three during field trips, sometimes disengaging with the main discussion with the presenter at the site. A lack of dialogue with an online participant was also highlighted in some field notes, making this person left on her own for periods of time.

Photologs from different participants showed how dialogue was perceived and present during field trips, during group planning at breakfast, and during the movement session (non-verbal dialogue). It was interesting to see how collaborative aspects with a dialogic approach became central in all the four group presentations at the end of the week, with one group having communication and dialogue as its main theme.
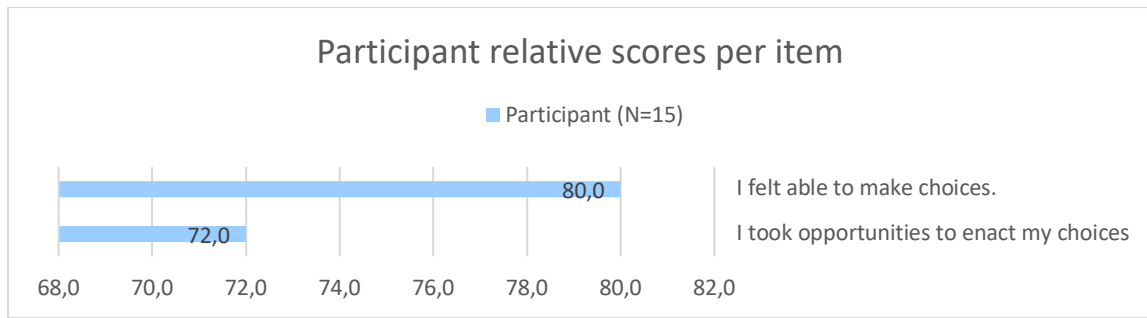
6

Figure 25 - The importance of non verbal dialogues and how well they work and how they are important when discussing difficult issues. Wednesday, P

Figure 26 - A conceptual approach to showcasing the challenges in communication and dialogue, including COVID and power dynamic challenges. Friday, P

Empowerment and Agency

Participant relative scores per item

■ Participant (N=15)

Item	Score
I felt able to make choices.	80,0
I took opportunities to enact my choices	72,0

(x-axis: 68,0 – 70,0 – 72,0 – 74,0 – 76,0 – 78,0 – 80,0 – 82,0)

Graphics from the post course survey show that participants scored high on being able to make choices (80%), and lower on taking opportunities to enact choices (72%).

In the post-event focus group interview, many of the participants described being part of a committed group as a prerequisite for empowerment. Different participants described how the connections between them, a group of people with a common goal, was empowering. "[T]here's so many great minds and so many great people in this room, and we're not that many, so there must be a lot more out there, as well" (PostFG, C1, P11). The challenge itself was also described as empowering by one participant, while another referred to the session on movement and embodiment and the post-humanism framework as empowering for her.

A partner's field note describes a lack of agency for an online participant: [I have to ask the group to engage Marie as they are speaking away from the screen and not including her – when asked she says she doesn't know what they're doing. They address this] (FN, S, C1). A similar lack of agency was witnessed in a field note during the school visit, with tutors engaging in conversations with the presenter.

In their photologs, participants reflected on how they experienced empowerment in different ways. They were being empowered by educational spaces at the Ellinogermaniki Agogi School, random spaces that were explored during the week inside and outside of the hotel, and inputs from sessions.
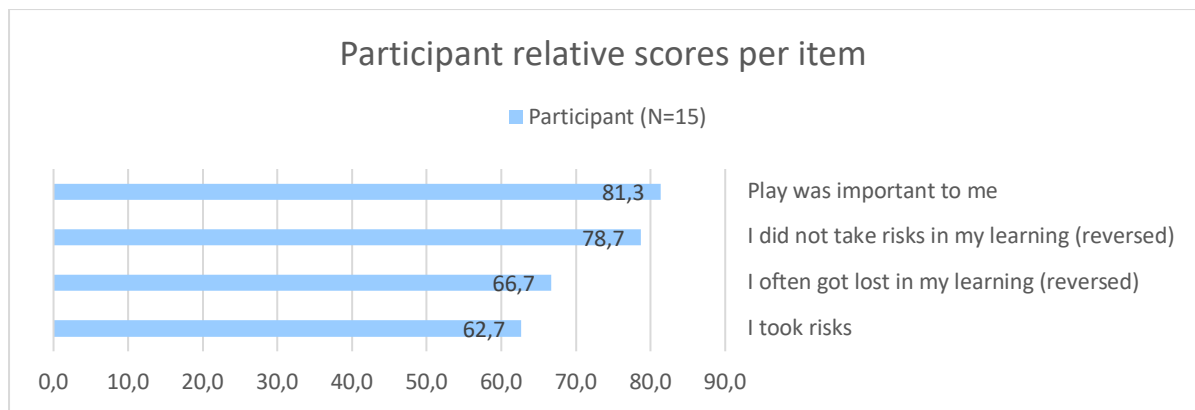
Figure 27 - I guess these two giant dudes speak for themselves, but they were definitively one of the most interesting findings on our walk around the hotel. I really liked going on this exploration walk looking for inspiration for our projects, I think it helped us visualize more what we were planning to do, and in the end the creepy basement with the nutcrackers became very handy for our project! Wednesday, P

Figure 28 - The sky is the limit. And the options where presentations can be held are vast. We agreed right away that we wanted to go outside as we saw our ideas and a natural environment go well together. Wednesday, P

Risk, Immersion and Play

Participant relative scores per item

■ Participant (N=15)

Item	Score
Play was important to me	81,3
I did not take risks in my learning (reversed)	78,7
I often got lost in my learning (reversed)	66,7
I took risks	62,7

Survey statements highlighting the key feature Risk, immersion and play show a divide in scores, especially when it comes to risk-taking. The participants scored low on 'I took risks' (62,7%), but considerably higher on the reversed statement, with a score of 78,7%. The scores also uncover that play was pretty important for them (81,3%), while they sometimes might have felt that they got lost in their learning.

A participant described the course itself as really immersive. In the pre-event focus group one participant used the words 'fun' and 'immersive' to describe her notion of ethical collaborative working. Perhaps this was what was happening in a group sequence described in the field notes: "Seemed they collaborate in an intensive way, They all seem to love it , They tried to combine sounds in the theme of sustainability." (FN, S, C1).

A different field note describes what can be interpreted as a possible lack of immersion experienced by the online participants.

Participants experienced risk-taking in their choices of presentations. One participant wrote in her photolog that though a group's message was well communicated, she felt that meaning was lost due to using the participants' own languages as part of the presentation. One participant felt that her groups' presentation was harshly criticised for the choices they made.

Figure 29 - I was super impressed with how this group was able to incorporate Ivan into their planning and presentation. The messages they communicated were interesting and I loved how they all used their own languages. I just wished there had been a more thorough

translation provided because they spoke for so long and I felt so much meaning was lost since I didn't understand any of them. Friday, P
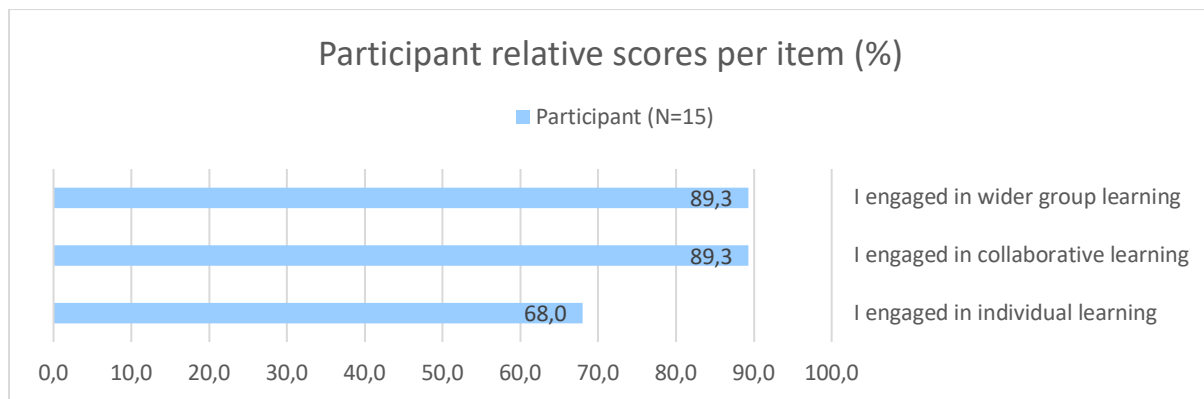

Figure 30 - It's difficult to summarize my feelings on this. All three of us collaborated so well together and were on the same page throughout the whole process. We worked hard on researching and developing our ideas and really believed in the potential of our solution. Perhaps we were all a little too left-brained and spent so much time devising a creative way to actively engage everyone that we didn't think enough about how to clearly communicate our ideas. There were surely things about our presentation which could have been improved; however, I feel we were unfairly criticized. Because we decided to use a few PowerPoint slides as visuals? Because we didn't use a different space? Because we were focused on a concrete idea rather than an abstract/interpretative dance/theater production? Throughout the week, I had asked what the outcome was supposed to be, what it was that we should present. I was basically told: whatever we want. Yet, it seems our decision focus on an existing framework (which BTW, we learned about in the "essential reading" for the course—which apparently wasn't read by some tutors) and concrete idea was not valued by the tutors. Considering how many times we were told to approach sessions in an open and non-judgmental way, I found it ironic that my group was so harshly judged. It was a disappointing end to the week and left a heavy feeling in my heart. Regardless, I value my group's teamwork and what we accomplished. I would be glad to work with them again and believe we could achieve a shared vision. Friday, P

Elements of play was evident in field notes describing materials during group work: "The table holds different models of the maker workshop with playmobil figures, lego, wood, etc….There are some colourful sheets of paper lying on the table. Next to the table there are 9 prepared sheets of paper on the floor: blue-red-blue; below: a long green one (one cut up and the two pieces glued next to each other); 5 orange below". (FN, S, C1).

Individual, Collaborative, Communal

Participant relative scores per item (%)

■ Participant (N=15)

Item	Score
I engaged in wider group learning	89,3
I engaged in collaborative learning	89,3
I engaged in individual learning	68,0

0,0   10,0   20,0   30,0   40,0   50,0   60,0   70,0   80,0   90,0   100,0

The participants felt that they engaged in group and collaborative learning (89,3% score), while they to some extent engaged in individual learning (68%). The survey seems to confirm that the emphasis on group work in the course was really experienced by the participants.

In the field notes, there are many accounts of collaborative aspects: of the course group as a whole during sessions, of home groups working together, and of online cooperation, and sometimes lack thereof. Two groups, which for some time worked on a similar topic, developed into a larger collaborative, and this is described in a field note: "The 1st group mentioned a list of a lot of detailed things they wanted to do with the school. When the 2nd group said: "who are you" to be suggesting these things. They laughed and said they are very interested volunteers. […] They continued discussing things and were trying to see who will be addressing whom." (FN, S, C1).

It was particularly evident how collaborative aspects became central in all the four group presentations on Friday. This group presentation, described in a photo log, highlighted individual vs. collaborative:

Figure 31 - Group A gave a performance which made me reflect on the difficulties of collaboration. The many challenges that one might face when collaborating, including language barriers, health, difference in social statuses, all can cause difficulties in collaborations, but it is important to work through them since the end result is worthwhile. Friday, P

The models made in the maker workshop were appreciated as vivid multi-dimensional creations, and as a sign of the group's collaborations:
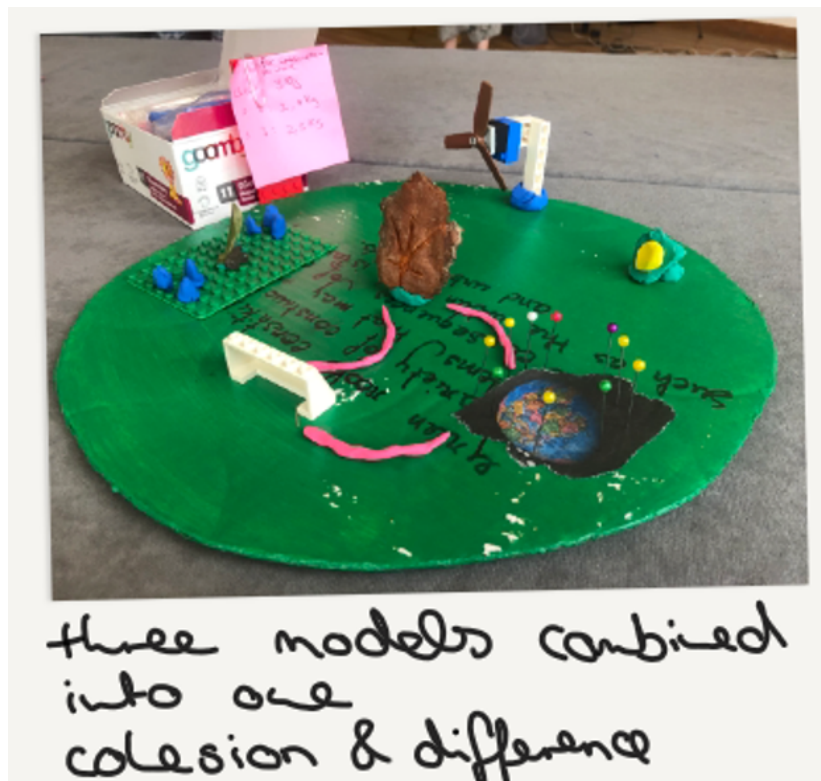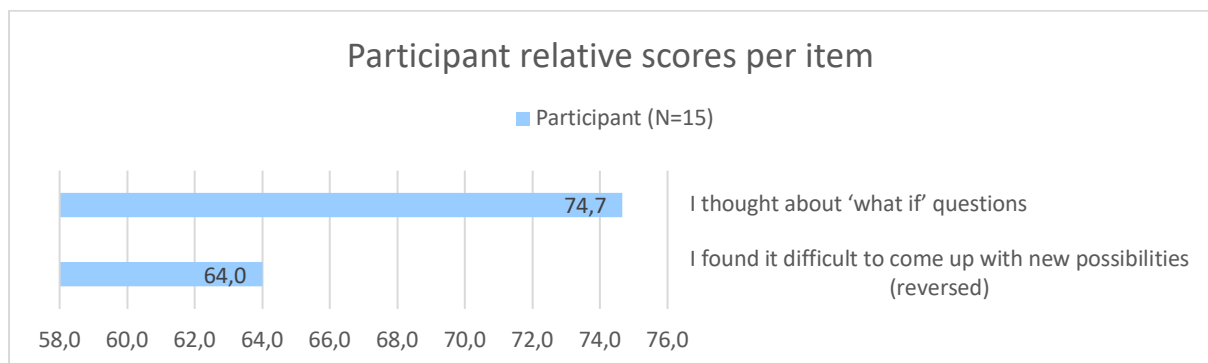
Figure 32 - Three models combined into one. Cohesion & difference. Wednesday, P

Possibilities

When it comes to the key feature possibilities, participant scores were moderate. The statement 'I thought about 'what if' questions scored 74,7%, while they found it a little difficult to come up with new possibilities (reversed, scoring 64%).

Facing the challenge, a group explored possibilities as described in this field note: *"what do you think the Greek education system needs to be sustainable. It's a very open question. We should read the Intro document to see what part interests us the most."* (FN, S, C1). Participants' photologs express the concept of possibilities in a number of ways, from school context ideas, to educational goals, creating and expressing oneself with various materials, and learning new methodologies.

This group challenged everybody to explore possibilities for sustainability in a school context through role play:

Figure 33 - An opportunity to think about the design of classrooms to promote sustainability from the teacher, student, and school owner perspective. Friday, P

Balance and Navigation
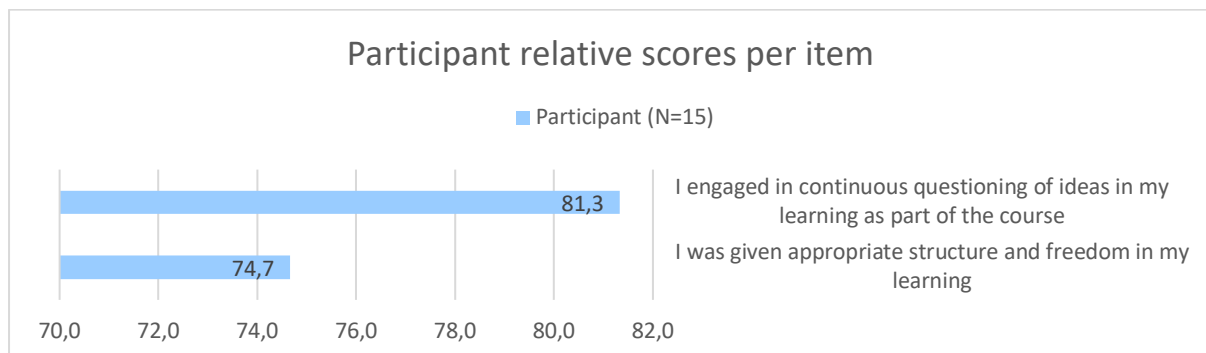
Participants scored relatively high on engaging in continuous questioning of ideas in their learning (81,3%), and a bit lower on whither they were given appropriate structure and freedom in their learning (74,7). In total, this gives a moderately positive score on the balance and navigation feature.

As described in a field note, a group balanced the need for expertise to respond to the challenge: "Sustainable education. It would be easier if we had an expert on Transition." (FN, S, C1). Another field note describes how participants asked tutors for guidance, using feedback and comments as navigation in their group work.

While the participants experienced the double diamond of design thinking as a navigational tool in the course as a whole, several also mentioned the business canvas tool in their photologs, and how it related to the real world:
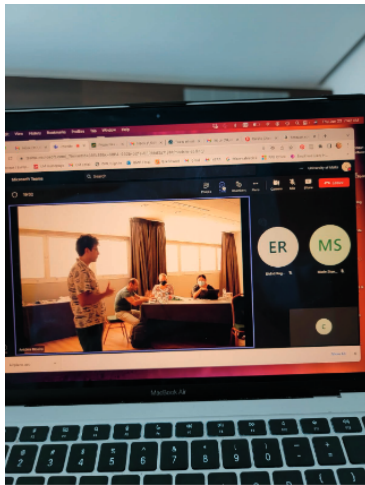
Figur 34 – [TEACHER]'S TRAINING ON BUSINESS MODEL CANVAS. Perhaps a bit more time spent on doing an example in class of this tool would have been useful to help us all ensure our project plans are a bit more real world. For me, this may be the most useful tool introduced in this training, so truly wish we could have worked with it more. Thursday, P

One participant experienced a problematic hierarchy between tutors and participants, and reflected on it in her photolog:
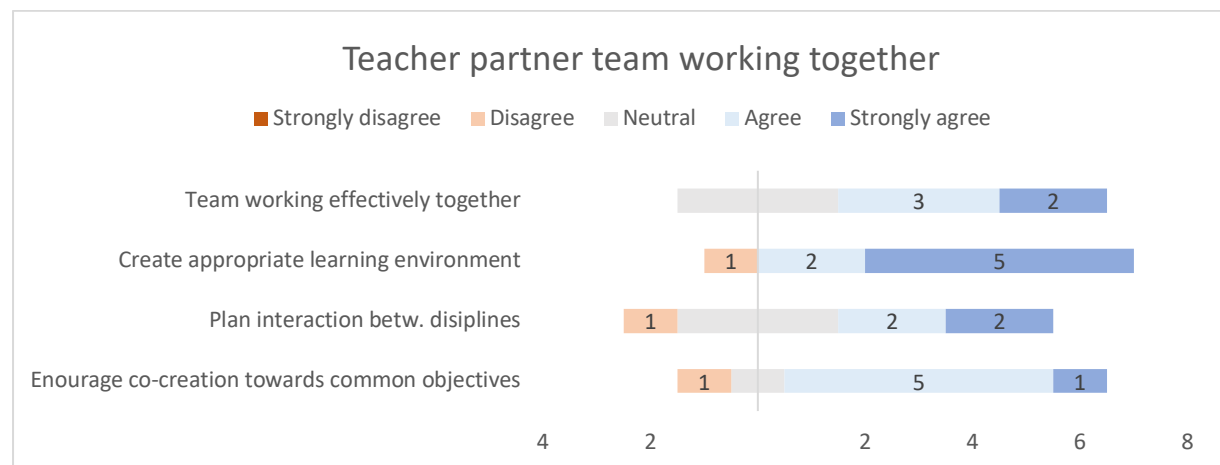

Figure 35 - Group presentation. […] Also interesting to note how the "tutors" all took the comfy seats in the shade, leaving the participants to sit on the concrete in the sun. 😜 It's something I didn't notice in the moment, but is so clear when looking back at this picture to see the embodiment of this problematic hierarchy I found throughout the course. Friday, P

3.   How has the strategic partnership worked?

8 out of 9 partners filled in the questionnaire which examined their post-course impression of effective team work during the course. They reported on percieved success as a team at creating a learning environment for an intensive collaborative experience, their sucess at planning for interaction of different disciplines in the course, and if the team succeeded

encouraging participants to do co-creation towards a common objective. Scores indicate mid-level; neutral and agree, none indicate strong disagreement, and in some areas there are high number of partners indicating high level experiences during the course. Their responses in relation to team work are clustered at the mid- and high ranges acoss the 1-5 scale, indicating percieved good tem effort. Five team members make scores that indicate strong percieved success facilitating collaborative processes, two agree, and one disagrees. The topics working with collaborative processes and working towards a common goal are moderately high to high. Planning for interaction of different disciplines in the course are more spread out across the score range.

Teacher partner team working together

Legend: ■ Strongly disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly agree

Category	Agree	Strongly agree
Team working effectively together	3	2
Create appropriate learning environment	2	5
Plan interaction betw. disiplines	2	2
Enourage co-creation towards common objectives	5	1

(Disagree values: Create appropriate learning environment = 1; Plan interaction betw. disiplines = 1; Enourage co-creation towards common objectives = 1)

Axis: 4 2 2 4 6 8

In the context of this quantitative evaluation by the partners, the qualitative data demonstrated some of the nuances of how the partnership worked on the actual course.

- Participants particularly appreciated the partners' organisation of the fieldtrips and recognised these as "controversial" (PostFG, C1, p10) in a productive way.
- Time management within the strategic partnership was generally praised: "there's usually a very clear agenda, that's good. We are always going through the points of the agenda, uhm. We usually don't go overtime of the appointments that we arrange. I think there is a nice atmosphere within the consortium" (SI, C1, S, p8)
- Many participants perceived the labour division and the role of partners in a positive way: "[W]e've all worked together, and this includes both the tutors and the students, 'cause I feel like the tutors have been really good at engaging and joining the learning experience (PostFG, C1, p16). This was also reinforced in the partner interview data.
- Partners also commented on the course feeling positively different with new colleagues, and recognised the work required around this: "it's really lovely to have kind of new ideas, new faces, new colleagues to work with on this one and it becomes its own thing, so it's not sort of SciCulture mark two, it is its own process, it has its own shape and definition because of what new partners… bring to the conversation" (SI, C1, S, p6; SI, C1, S, p3).
- The importance of experienced SciCulture colleagues having run the course before was also recognised (SI, C1, S, p3).
- Some sessions delivered from across the partnership were recognized as strongly transdisciplinary e.g. the movement/science session:

Figure 36 – The first session I created with a partner that was not from my institution. During planning, I didn't quite visualise how the ideas would come together in the session, so it was really interesting to see how it played out" Wednesday, S

There were then a clear set of recommendations around continuing to positively develop the SciCultureD courses including:

- Partners identified that in order to improve the strategic partnership, the partners "need to make a few things clear about the challenge…really clear at the beginning" (SI, C1, S, p6).
- Particular sessions were earmarked for developmental attention next time, with new approaches to preparation suggested. These included the role play in relation to how it is led and prepared for (SI, C1, S, p6); and supported development of stronger transdisciplinary teaching in the music and maker sessions rather than relying on single discipline approaches that had been tried and tested elsewhere (SI, C1, S, p5)
- There were many calls for a better approach to and support for the hybrid element of the course (although partners were grateful that at least Teams had been set up as a precaution and was in fact used) e.g. "we need…to be really ready to provide the participants that are joining virtually, [with] similar experiences" (SI, S, p6). Being able to see people online was felt to be crucial by many (e.g. SI, C1, S, p8). There was felt to be a lack of technological devices (e.g. microphones, live-streaming) to support the hybridity (SI, C1, S, p3), as well as suggestions for everyone in engaging in a "fruitful, immersive, totally online room in which people feel safe and can connect and can really do something together instead of mixing everything as we did" (SI, C1, S, p3)
- Whilst acknowledging Covid issues, many participants felt that the strategic partnership worked less well due to the absence of Greek partners (both students and tutors) because it reduced the availability of information about the Greek context which would have aided the process (PostFG, C1, p14). One participant

claimed that the absence of Greek colleagues made the process extremely 'fictional", but this was also a participant who appeared to want concrete solutions to a challenge at the end of the course that were implementable (PostFG, C1, p5-6) which, it must be noted, is not the course intention. It should be noted that for other participants, despite this challenge, they could still find clear parallels with their own Norwegian context into which they could take learning from the course (PostFG, C1, p14). In relation to this, partners suggested that going forward each course should have "a backup plan or a plan B" (SI, C1, S, p7) to ward against this issue arising again, and not to go ahead again with a course date that did not involve partners and participants from all countries taking part (SI, C1, S, p6).

- A number of partners argued that a time shift is necessary for the Design Thinking element, so that the double diamond starts earlier in the process and then gives more space towards the end of the week for project group work (e.g. SI, C1, S, p5). It was also pointed out that enough time was not allowed for the presentations on Friday: What time frame should we give the groups for their presentations, for instance, we had two hours, it took us three hours for four presentations" (SI, C1, S, p6)

- Questions were raised as to how mentoring could be improved during the course: "Should that be organized, you know, more in a certain way or, it was a little loose now, which might be a good thing" (SI, C1, S, p6)

- Issues with the Transnational meeting were noted for attention: "during the transitional meeting, I felt like there was a lot of talking, it was probably for, maybe all, hard to get through if one wanted to talk, so there were not that many breaks" (SI, C1, S, p8)

- Suggestions were made regarding partner communication before and during the course; especially related to course outcomes. There were requests that all partners should design the challenge together and not leave it to the host partner (SI, C1, S, p4). There were also queries about the management of partners' expectations about the course as to whether a solution is required by the end of the course (SI, C1, S, p9) (which it definitely is not), and the balance between conceptual approaches and output (SI, C1, S, p5). There were requests for more tutor sharing in between workshops during the week (SI, C1, S, p3). Regarding this the 'tutor corner' was

identified as a 'haven' – perhaps this is something that could be developed next time?:
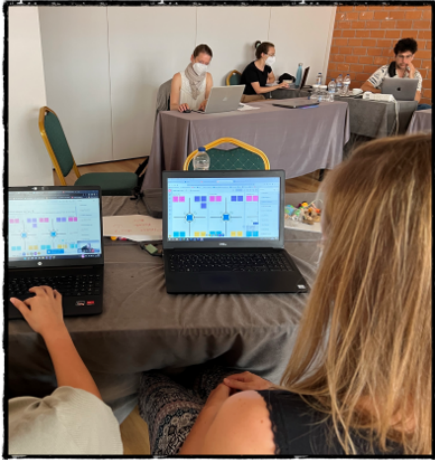
Figure 37 (Phlog, Thursday, S)

- A question was raised as to how the scoring process works as it was noted that it focuses on questions of implementation which perhaps don't work so well for arts based professionals applying for the course (SI, C1, S, p8)
- A number of partners suggested the practical communications tools needed reconsidering with the suggestion of trialing Slack after the course (SI, C1, S, p5). It was also suggested that we need to work further on external communications re what happens in the course, through marketing (SI, C1, S, p8)
- Some colleagues questioned the value of the evaluation process and suggested the team might consider what is necessary (SI, C1, S, p10)
- One partner identified a lack of artists on the team (which is puzzling given the presence of a dance artist and a musician as partners), but this needs noting nonetheless (SI, C1, S, p8)