SISSA FOR SCHOOLS
2015-2016

EVALUATION REPORT

November 2016
# Summary

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EXECUTIVE SUMMARY

SISSA FOR SCHOOLS (S4S) arrived at his fourth edition. Within schools in the Friuli Venezia Giulia area it is now a very known programme and teachers wait all the year the moment of booking in order to reserve a visit for the forthcoming school year.

As usual, schools ranging from primary until high grades took part in the weekly programme and students from the last two years of high school were welcome in a special dedicated STUDENT DAY, for a total of 1040.

SISSA FOR SCHOOLS and its volunteers group represented SISSA during Trieste NEXT 2015, providing a very rich programme of different activities at the SISSA boot.

We also continued and improved the collaboration with the school SMAC, a special institution which hosts a group of pupils at risk of marginalization. This project has aimed to mitigate the school dropout through a direct contact with science and scientists (see chapter Mitigating school dropout with science for more details).

All the activities were free of charge since SISSA students and staff offered volunteer work as guides, speakers or explainer and the organization and coordination was provided by Sissa Medialab.

At the end of the year SISSA FOR SCHOOLS volunteers and activities provide a substantial part of the programme of the open day SISSA IN FESTA 2016 - Scienza Odori Storie hold on May 27th.

Objectives

SISSA FOR SCHOOLS (S4S) helps to make known SISSA, its international status and the very high quality of its research, to the younger generation especially to those living in our Region. S4S is the main part of a more general communication plan aimed at showing to the public and especially in younger people, how science is really made in SISSA, through its scientist, technicians and staff.

In particular S4S aims at offering young people, from a very young age, a picture of what life of scientist and science in general really is.

Our objectives from the very first year of S4S of can be summarized as follows:

- Get support. The scientific community cannot do without the support of society, which provides direct financing, or indirectly, legislation that facilitates scientific and technological research.

- Gain trust. In the absence of an attitude of trust in the scientific community, both facts and figures may be challenged by large groups of citizens, including policy-makers. Gaining trust and being considered reliable partners require a careful and continuous work of communication.

- Improve governance. There are complex and controversial issues on which citizens are called upon to decide together with policy makers, stakeholders and the scientific community (see, e.g., energy problems or some health issues). The scientific community must find ways to communicate with all members of society because their motions and knowledge have weight in the governance of science and technology. Young people are the adults of tomorrow and it is necessary to build a new and more aware citizenship.

- Support recruitment. Communicating science is also necessary to create a positive image of the profession of scientist, in order to attract new generations of researchers.
• Foster information and education. Provide information on the current scientific research, but also provide a scientific perspective on the news, and contribute to scientific education of the young are the most universally known goals of science communication. In addition, education is not just about knowledge transfer, but also the construction of a scientific citizenship aware that the issue is the ability to engage in behavior, both public and private, compatible with sustainable progress and respectful of the natural environment.

For all these reasons we tried to show science as a vital, useful, beautiful human activity, made by many intelligent, passionate, professional young women and men coming from many different countries.

Main results

SISSA FOR SCHOOLS 2015-2016 repeated the success of previous years, confirming that the way of recruiting visitors and involving them in the proposed activities is very appreciated and fruitful.

The reservations for the 2016-2017 school year have been opened on June the 8th, with 26 available dates. At the beginning of July 54 booking request were submitted for a total of about 1560 visitors, more than the double of the available visiting slots. A selection was made based on the booking priority, previous participation by the same classes (priority was due to students who never took part in the visits), a balanced participation of different school-types and grand and location. It ended up with 34 selected classes and about 700 visitors for the 26 days of visits.
OVERVIEW OF THE VISITS

The organization for the programme of school visits to SISSA for the school year 2015-2016 started in May 2015, and the visits took place throughout the entire school year from October 8th 2015 to May 19th 2016, every Thursday. We accepted 30 classes of different school levels, from the second year of primary school to the fifth year of high school.

For the second time a whole morning dedicated to students of the last two years of high school has been proposed and named SISSA Student Day. It took place on February 23rd and SISSA welcomed 500 students.

A total of 1040 students have visited SISSA this year within the SISSA FOR SCHOOLS programme.

The programme of school visits has been made possible thanks to the collaboration of many PhD students, post-docs, administrative and technical staff and a few senior scientists. Counting guides, speakers and explainers we had about 100 collaborators in all. The scientific secretariat gave an invaluable contribution as well as other area secretaries, and the staff of the computer centre and the cafeteria who have been willing to welcome the visitors in their spaces.

The Director was also often present to welcome the groups, and his participation was very much appreciated.

As regards the collaboration with the SMAC school, this year the activities were more structured and spun over a longer period (from November 2015 until April 2016). The first workshops were dedicated to all pupils of the second and third classes of the SMAC school, while a second series was offered on a voluntary basis to the more interested pupils. A final CoderDojo training course dedicated to educators and teachers was organized in collaboration with the CoderDojo Friuli Venezia Giulia, and the SMAC pupils helped as mentors.

Table 1. School visits in numbers 2015-16

<table>
<thead>
<tr>
<th>Visits</th>
<th>27</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools</td>
<td>17</td>
</tr>
<tr>
<td>Classes</td>
<td>31</td>
</tr>
<tr>
<td>Students</td>
<td>1040</td>
</tr>
<tr>
<td>Teachers</td>
<td>31</td>
</tr>
<tr>
<td>Classes in the waiting list</td>
<td>25</td>
</tr>
<tr>
<td>SISSA volunteers PhD students and post-docs</td>
<td>66</td>
</tr>
<tr>
<td>SISSA volunteers permanent scientific staff</td>
<td>13</td>
</tr>
<tr>
<td>SISSA volunteers administrative staff</td>
<td>48</td>
</tr>
</tbody>
</table>
Promotion

The programme of 2015-16 school visits was promoted by means of an invitation sent to all the official email addresses of schools located in Friuli Venezia Giulia and to those schools and teachers who had already participated to previous SISSA outreaching activities or asked to be added in our mailing list. The programme was published on the SISSA website and promoted in its homepage. The visiting slots had all been booked within the first month of booking and a selection among the request was needed, those request not selected or subsequent ones had been inserted in a waiting list.

We also had a visit from schools from outside the Trieste area: both within the Friuli Venezia Giulia region (Cividale del Friuli, Lignano Sabbiadoro, Povoletto, Udine, Gemona, Monfalcone, Udine) and outside of the region: Vicenza, Milano, Modena, Verona, Treviso and Udine. We received request that we cannot accept also from Siena, Brescia and Lecco.

For the forthcoming school year an invitation email was sent to our mailing list and the programme has also been published on the SISSA website. The calendar includes 26 Thursdays and is available in the appendix. The last available slot has been after two weeks from the opening of the booking and after one month from the opening we received booking for double of the visitors we can accept.

Schools

We had school groups of different levels, from very small children of the first year of primary school to students of the last year of high school. In particular this year we had 6 primary school classes, 15 junior high school classes, and 5 high school classes for the Thursday visits and about 25 high school classes for the Student Day. During the regular visits high school classes were normally grouped together (two or three classes), while primary and junior high schools were usually not.

Programme

The programme of each visit was adapted to the needs and the levels of the visitors. For children (primary and junior high schools) the programme was the following:

- Introduction to SISSA
- Tour of the SISSA with PhD students / Treasure hunt (for some classes of primary school)
- Interactive laboratory or lecture
- Furthermore the children’s programme comprised three sublevels:
  - I-II school years (6-8 year olds): extremely interactive activities with a lot of games and very simple language
  - III-V school years (8-11 year olds): interactive activities, more specialised language and more demanding tasks
  - VI-VIII school years (11-14 year olds): discussion games, participatory and interactive laboratories, short seminars.
- For high schools the programme was the following:
  - Introduction to SISSA
  - Tour of the SISSA with PhD students
  - Two seminars on different topics.

Since one of the main purposes of the school visits is to make the school and the people who work here known and to give a lively and aggregating idea of science, all groups were taken on a tour of SISSA.

All the activities proposed this year are listed in table 2.
SISSA volunteers’ recruitment and participation

Since the method used in the previous years led to the very positive results it has been maintained. The school visits programme is strongly based on the active participation of the SISSA PhD students and post-docs. During the years the number of volunteers increased, but due to the limited period of permanence of PhD students and post-doc in SISSA the average number of volunteers stabilized at about 60 people.

In addition to PhD students, a few senior scientists have held seminars for high schools, and some people among the SISSA technical staff also took part as volunteers.

PhD students always had the freedom to choose the time and manner of their participation to the visits according to their needs and preferences, avoiding interference with their other more important commitments. Their dedication, professionalism and communication skills were very much appreciated. Researchers also have had a positive impact from their active participation in the visits as seen from the evaluation achieved through a focus group, the results of which are presented later in this report. The benefits of these outreach activities are therefore two-way: from researchers to visitors and vice versa.

Sissa Medialab provided a continuous organisation support, as well as professional assistance in preparing seminars and activities. In this regards, it would be advisable to offer a training course in science communication to all volunteers as it was done in 2014. Researchers are nowadays asked to dedicate part of their time to science communication: to create support for scientific endeavors, to recruit young people into scientific careers, and to communicate research results to policy makers. Science communication skills are also needed to participate in public discussion of science and technology developments, particularly in the case of controversial issues. The course will offer participants a panorama of science communication challenges and best practices in various formats, so that volunteers will be more professional in their activities in SISSA FOR SCHOOLS another outreach initiatives.

The staff of the cafeteria and computer center welcomed children of the primary schools showing them unusual but important aspects of our School. This was important to fulfill one of the major objectives of the school programme, that is to present science as one of the many human activities in its daily making.

The secretarial staff provided ongoing and very cooperative support whenever it was necessary to improve the organization of the visits.

Products

In this forth year several new materials such as activities, seminars, simple experiments, demonstrations, etc. have been added to those created so far during the previous editions (see table 2). The SISSA FOR SCHOOLS archive for the following years is continuously increasing.

The fourth edition of the special magazine SISSA FOR SCHOOLS, has been prepared by Sissa Medialab to promote SISSA and its activities among younger visitors. SISSA FOR SCHOOLS 2015-2016 was printed in 800 copies and given to all thee students who came to visit SISSA.
Table 2. List of topics, seminars and activities for school year 2015-16. Activities marked with a * are new.

<table>
<thead>
<tr>
<th>School level</th>
<th>Area</th>
<th>Topic</th>
<th>Speaker</th>
</tr>
</thead>
<tbody>
<tr>
<td>VI-VIII school years</td>
<td>Physics</td>
<td>L'Universo ci prende in giro?*</td>
<td>L'Universo ci prende in giro?</td>
</tr>
<tr>
<td>VI-VIII school years</td>
<td>Neuroscience</td>
<td>Se vedo ci credo…o no?!</td>
<td>Olga Puccioni</td>
</tr>
<tr>
<td>VI-VIII school years</td>
<td>Physics</td>
<td>Le biscalce stranezze del mondo dei quanti.</td>
<td>Alessio Belenchia</td>
</tr>
<tr>
<td>High schools</td>
<td>Physics</td>
<td>Come puo’ un fisico spiegare i sistemi biologici? Esempi di ordinaria follia.*</td>
<td>Mattia Marenda</td>
</tr>
<tr>
<td>High schools</td>
<td>Neuroscience</td>
<td>Canali ionici: proteine apri e chiudi che fanno parlare i neuroni.*</td>
<td>Simone Pifferi</td>
</tr>
<tr>
<td>IV-V school years</td>
<td>Neuroscience</td>
<td>Passiamo attraverso la membrana che racchiude una cellula.*</td>
<td>Gianluca Pietra</td>
</tr>
<tr>
<td>VI-VIII school years</td>
<td>Mathematics</td>
<td>La Natura risparmi.*</td>
<td>Ilaria Lucardesi</td>
</tr>
<tr>
<td>VI-VIII school years</td>
<td>Physics</td>
<td>Spatial wave hunters.</td>
<td>Claudia Mancuso</td>
</tr>
<tr>
<td>V-VIII school years</td>
<td>Neuroscience</td>
<td>Sensory extravagances. A journey around the sensory systems to understand how the brain knows the external world.*</td>
<td>Simone Pifferi</td>
</tr>
<tr>
<td>VI-VIII school years</td>
<td>Neuroscience</td>
<td>Per un pugno di neuroni.</td>
<td>Gianluca Pietra</td>
</tr>
<tr>
<td>VI-VIII school years</td>
<td>Mathematics</td>
<td>La matematica della Sfinge.*</td>
<td>Lorenzo Nardini</td>
</tr>
<tr>
<td>VI-VIII school years</td>
<td>Physics</td>
<td>L'ascensore gravitazionale di Einstein.*</td>
<td>Costantino Pacilio</td>
</tr>
<tr>
<td>VI-VIII school years</td>
<td>Neuroscience &amp; physics</td>
<td>Ballando con le api.*</td>
<td>Sofia Rossi e Cristiano De Nobili</td>
</tr>
<tr>
<td>VI-VIII school years</td>
<td>Neuroscience</td>
<td>Il gusto non basta.*</td>
<td>Simone Pifferi</td>
</tr>
<tr>
<td>VI-VIII school years</td>
<td>Physics</td>
<td>Einstein e la teoria dello spazio e del tempo.*</td>
<td>Alessio Belenchia</td>
</tr>
<tr>
<td>High schools</td>
<td>Physics</td>
<td>Che cosa cerca la fisica nella biologia? A spasso tra cellule e cromosomi.*</td>
<td>Ana Maria Florescu</td>
</tr>
<tr>
<td>High schools</td>
<td>Physics</td>
<td>Nucleare, il frutto proibito.*</td>
<td>Mattia Marenda</td>
</tr>
</tbody>
</table>
### Student Day

After the great success of its first edition, on 23rd February 2016 a Student Day specifically dedicated to the last two classes of high schools has been organized. The Student Day has been designed to open a window on real science and research with a wide range of seminars, demonstrations, interactive lectures, laboratory visits, guided tours to the exhibition on the history of the Universe, discussions and meetings with researchers.

The different organization of external activities, that for high schools starts later, lead to the fact that the majority of high school send a reservation request when our calendar is already fully booked. Indeed during the regular school visit programme the majority of participants in SISSA for schools are usually classes of elementary and junior high schools and only a few are high schools.

For the entire morning of 23rd February, SISSA was entirely at the students’ disposal and regular activities were suspended. More than 500 students participated, and they could freely select among more than 50 activities according to their personal interests, and were not guided nor instructed by us or by the teachers. This freedom was the most striking and innovative aspect of the day and the most appreciated of both this and last year edition. The programme proposed is illustrated in Figure 1.
As for the regular programme of SISSA for schools, the Student Day had the aim to show science as an important part of our society, a possible professional career, and a vital human activity, made by many intelligent, passionate, professional young women and men coming from many different countries. Almost 130 SISSA people, including PhD students, young and senior scientists, laboratory and IT technicians, administration staff, actively participated to the event.

The 500 participants came from various schools of Trieste, Monfalcone, Gemona del Friuli, Cividale del Friuli, Udine and Vicenza. The evaluation is overall very positive and the average score given is higher than 4 (in a range from 1 to 5) with some enthusiastic picks and very few low scores.

The event was organized by Sissa Medialab with the support of the scientific secretary, the IT staff and the personnel in charge of the security.

For more detailed information see the full report published on March 2016 and available on request.

![Figure 1 - Programme of SISSA Student Day 2016](image-url)
Trieste Next 2015 and 2016

From September 25th to 27th SISSA participated to the 2015 Trieste NEXT edition. The title of this year was BIOlogos - The future of Life.

Similarly to the last edition, school visits took place during 25th and 26th mornings, whereas in the afternoons and the whole Sunday the SISSA booth was open to the public, which could take part to some activities. The activities proposed were some of those proposed during the other outreaching activities such as SISSA FOR SCHOOLS, the previous Next edition and the Special Day and some new ones. The programme proposed is illustrated in Figure 2.

Figure 2 - SISSA programme at Trieste NEXT 2015
SISSA participated to the 2016 Trieste NEXT edition which took place fro, September 23th to 24th. The title of the 2016 edition was Human and post-human.

Again, school visits took place during Friday and Saturday mornings, whereas in the afternoons and the whole Sunday the SISSA booth was open to the public, which could take part to some activities. As usual some of the activities proposed were already proposed during the other outreaching activities such as SISSA FOR SCHOOLS and some were new ones. The programme proposed is illustrated in Figure 3.

![SISSA programme at Trieste NEXT 2016](image-url)
Mitigating school dropout with science

Within the program of SISSA for schools, in 2014 we started a collaboration with the SMAC School in Trieste, a sort of alternative school to allow young people who have dropped out of school to fulfill the junior high school diploma. SMAC aims to mitigate early school leaving and helps young people at risk of marginalization and deviance to complied with the compulsory school. Run by volunteers, mainly retired teachers, and by professional educators of the San Martino al Campo association, SMAC is housed in premises provided by the Municipality of Trieste. This school year SMAC has hosted 13 kids from 12 to 16 years old.

We organized two series of 8 workshops at SISSA on coding and a Coder Dojo training course dedicated to educators and teachers, where the SMAC pupils were the mentors. The first introductory series of workshops was compulsory for all pupils of the second and third classes of the SMAC school (each class attended 4 workshops). The attendance to the second series was on a voluntary basis and pupils could choose among various alternatives (i.e. cooking course, a DJ course and other opportunities); we are glad (and also a bit proud!) that more than half of the pupils decided to take part in our coding workshops, and all the participants were actively involved in the final workshop for teachers and educators.

This activity was made possible by the ongoing and dedicated collaboration of some of the volunteers of SISSA for schools, in particular Francesca Rizzato who invented the activities, coordinated the group, prepared the material and enthused all the groups with her continuous input of new ideas and passion.

We used the software Scratch! (https://scratch.mit.edu) produced by the MIT to introduce children to programming. With Scratch! children can realize their own projects, whether they are animations, cartoons, games or whatever, in great freedom helped by facilitators present during the workshops. Using ready-to-use commands, characters, backgrounds, landscapes and other objects they learn the basic steps of programming, including the necessary logical sequence. This year we also added some sessions to learn how to program Arduino kits that can be interfaced with Scratch! to produce working circuits, moving objects, and simple robots.

The workshops were a great success, therefore it became natural to ask pupils to participate actively to CoderDojo training course for teachers and educators, becoming mentors together with SISSA PhD students, Sissa Medialab
and Coder Dojo experts. The course was held at SISSA on April 28 for 24 participants. They participated to the briefing before the meeting with the other mentors, and then took care of the participants with utmost professionalism and responsibility.

This is an extremely positive outcome: they have completed a complex project, they took responsibility, they dealt with other people external to their usual circle, in a context in which they have been valued and respected.

This project has been presented as a successful case study in a number of international conferences dedicated to science communication, just to mention the most important: PCST (Istanbul, April 2016), ECSITE conference (Graz, June 2016), NAMES (Amman, October 2016).

The 2016-17 edition of the coding series of workshop with the SMAC school has already began in October 2016.
EVALUATION

The evaluation of the school visits was carried out with teachers, children, students and SISSA volunteers by collecting data through two main instruments:

1) questionnaires
2) qualitative considerations
3) drawings
4) free messages on post-it.

The questionnaires were composed by a series of open questions and a quantitative scoring system from 1 (lowest) to 4 (highest) on various aspects of the visits. The scores are:

1 = very bad
2 = not so good
3 = good
4 = very good

A fifth score (corresponding to neither a positive nor a negative evaluation) was deliberately avoided to force polarization of the judgements away from the median.

Qualitative considerations were collected from teachers and students directly during the visit or immediately after, and were always very positive, often enthusiastic. As regards the SISSA personnel involved in the school visits, there have been many occasions for short conversations, coffee breaks, exchanges of impressions both personally and via Facebook. The overall impression is that this experience has been very positive for everybody. The results of the questionnaire confirm this impression.

Teachers’ evaluation

The questionnaire has not been given regularly to teachers attending the visits. However the evaluations given in informal conversations during the visits or immediately afterwards were always very positive. The fact that the same teachers booked one or more visits for the next year, or have recommended a visit to colleagues in the same institutes, is a sure sign of appreciation, which goes far beyond the specific answers to the questions.

The aspects that were more appreciated were:

1) the ability of PhD students to engage with children and older students.
2) dedication of the guides and speakers.
3) the topics presented to the students.

The aspect that was less appreciated by teachers was the limited time that was available for the visit.

The questionnaire was composed as follows.
Dear teacher,
Thank you for visiting SISSA. We wish to make an assessment of the programme of guided tours of the SISSA in which you participated with your class. Your opinion would be very helpful and we kindly ask you to answer the questionnaire below. At the bottom you will find a space for comments and suggestions that can be used to add something more personal if you wish.
Thank you for your willingness to answer the questionnaire.

1. Which programme did you take part in?
   Primary schools
   Junior high schools
   High schools

2. Rate from 1 (very bad) to 4 (very good) the following aspects:
   - Interest
   - Relevance to the school curriculum
   - Enjoyment
   - Utilities for the students
   - Appropriateness of the programme to the age and knowledge of the students
   - Skill and sympathy of SISSA students and speakers
   - Quality of materials
   - Accuracy of the organization

3. What was the best element?

4. What was the worst element?

5. Are you planning to take other classes to SISSA in the coming years
   - Yes
   - No
   - It depends on the offer

6. What kind of activity would you like to take part in?
   - Discussion games
   - Visits to laboratories
   - Seminars held by researchers and SISSA students
   - Debates on issues of contemporary research
   - Activities in the laboratories
   - Individual meetings or in small groups with researchers
   - Other (please specify)

7. Would you participate if the visits were in English?
   - Yes
   - No

8. Comments

Thank you
1. Which programme did you take part in?

Respondents: 32

<table>
<thead>
<tr>
<th>Options</th>
<th>Percentages of responses</th>
<th>Number of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary schools</td>
<td>9,4%</td>
<td>3</td>
</tr>
<tr>
<td>Junior high schools</td>
<td>46,9%</td>
<td>15</td>
</tr>
<tr>
<td>High schools</td>
<td>43,8%</td>
<td>14</td>
</tr>
</tbody>
</table>

If you remember, could you say which activities your class participated at?

- "ballando con le api", "onde spaziali"
- "ballando con le api", "onde spaziali"
- "che tipo di cellula sarò da grande"
- "che tipo di cellula sarò da grande"
- "che tipo di cellula sarò da grande"
- "il gusto non basta", "api, formiche e informatica!"
- "il gusto non basta", "api, formiche e informatica!"
- "my brain makes colors", "puzzles and invariants"
- "my brain makes colors", "puzzles and invariants"
- "sensory extravagances"
- "la Natura risparmia", "Spatial Waveshunters"
- "la Natura risparmia", "Spatial Waveshunters"
- "se vedo ci credo... o no?", "la matematica della Sfinge"
- "se vedo ci credo... o no?", "la matematica della Sfinge" "se vedo ci credo... o no?", "la matematica della Sfinge"
- "se vedo ci credo... o no?", "la matematica della Sfinge"
2. Rate from 1 (very bad) to 4 (very good) the following aspects:

<table>
<thead>
<tr>
<th>Options</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Average rating</th>
<th>Number of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interest</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>29</td>
<td>3,81</td>
<td>36</td>
</tr>
<tr>
<td>Relevance for the curriculum</td>
<td>1</td>
<td>3</td>
<td>16</td>
<td>16</td>
<td>3,31</td>
<td>36</td>
</tr>
<tr>
<td>Enjoyment</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>26</td>
<td>3,72</td>
<td>36</td>
</tr>
<tr>
<td>Utilities for the students</td>
<td>0</td>
<td>1</td>
<td>6</td>
<td>29</td>
<td>3,78</td>
<td>36</td>
</tr>
<tr>
<td>Appropriateness of the programme to the age and knowledge of the students</td>
<td>0</td>
<td>6</td>
<td>14</td>
<td>16</td>
<td>3,28</td>
<td>36</td>
</tr>
<tr>
<td>Sympathy and skill of SISSA students and speakers</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>31</td>
<td>3,86</td>
<td>36</td>
</tr>
<tr>
<td>Quality of material</td>
<td>0</td>
<td>0</td>
<td>12</td>
<td>24</td>
<td>3,67</td>
<td>36</td>
</tr>
<tr>
<td>Appropriateness of the programme to the age and knowledge of the students</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>28</td>
<td>3,78</td>
<td>36</td>
</tr>
</tbody>
</table>

3. What was the best element?

Respondents: 36

The cloud of keywords appeared more frequently in this answer
Engagement SISSA Speakers
Lesson in English Volunteers
Availability Clarity

All the answers
- l’accoglienza e la disponibilità
- disponibilità e coinvolgimento nelle attività proposte
- la capacità di mettersi in relazione con i ragazzi e di comunicazione/trasmissione di saperi che vanno oltre i consueti programmi scolatici
- la passione dei ricercatori/dottorandi
- la capacità di calare l’approccio e la comunicazione adeguandola all’età dei ragazzi
- la semplicità dei relatori, e calarsi a spiegare dei ragazzi piccoli-la bellezza della struttura
- metodo scientifico
- la capacità dei relatori di "coltivare" l’educazione degli studenti
- il coinvolgimento degli alunni
- gli stimoli dati agli alunni
- il fatto che viene fornita una nuova prospettiva allo studio, alle scienze, a ciò che porta un impegno serio
- bravura e simpatia nella gestione e nei relatori
- accoglimento e spiegazione sullo "scienziato", tutto a portata di bambino
- la naturalezza nelle spiegazioni e la semplicità dei materiali impiegati
- visita alla SISSA, caccia al tesoro, il gioco sulle cellule
- tutto
- lezione di neuroscienze
- inglese
- l’accoglienza dei ragazzi
- la chiarezza del linguaggio e l’argomento e la competenza dei relatori
- la professionalità, la gentilezza e la semplicità
- la disponibilità
- coinvolgimento dei ragazzi
- buone capacità didattiche dei relatori
- l’organizzazione e lo svolgimento del laboratorio
- disponibilità dei relatori
- internazionalità SISSA, stimoli ai ragazzi
- disponibilità del personale e lezione in inglese
- la disponibilità e la lezione in inglese
- la possibilità per i ragazzi di conoscere concretamente gli studenti e la scuola
- coinvolgimento nell’esposizione dei problemi
- la gentilezza e semplicità degli studenti che ci hanno accolto
- la capacità dei relatori/guide di coinvolgere i ragazzi
- lezione in inglese
- internazionalità della SISSA, stimoli ai ragazzi
4. What was the worst element?

Respondents: 14

The cloud of keywords appeared more frequently in this answer:

Few time General aspects of physics Too technical language Nothing

All the answers:
- poco tempo a disposizione
- poco tempo
- in realtà nulla (forse il “poco” tempo)
- niente perché ho percepito armonia nel percorso, forse sarebbe stato utile avere più tempo
- nessuna
- linguaggio forse un po’ complicato per i ragazzi (3^ media)
- le attività non danno l’immagine delle attività di ricerca dei relatori
- nessuna
- attività slegate dal livello di provenienza della classe
- nessuna cosa
- a volte uso di linguaggio troppo tecnico
- aspetti generici di introduzione a fisica
- a volte uso di linguaggio troppo tecnico

5. Are you planning to take other classes to SISSA in the coming years?

Respondents: 36

<table>
<thead>
<tr>
<th>Options</th>
<th>Percentages of responses</th>
<th>Number of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>97,2%</td>
<td>35</td>
</tr>
<tr>
<td>No</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Depends on the programme</td>
<td>2,8%</td>
<td>1</td>
</tr>
</tbody>
</table>
6. What kind of activity would you like to take part in?

Respondents: 33

<table>
<thead>
<tr>
<th>Options</th>
<th>Percentages of responses</th>
<th>Numbers of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion games</td>
<td>39,4%</td>
<td>13</td>
</tr>
<tr>
<td>Visits to laboratories</td>
<td>45,5%</td>
<td>15</td>
</tr>
<tr>
<td>Seminars held by researchers and SISSA students</td>
<td>15,2%</td>
<td>5</td>
</tr>
<tr>
<td>Debates on issues of contemporary research</td>
<td>30,3%</td>
<td>10</td>
</tr>
<tr>
<td>Activities in the laboratories</td>
<td>87,9%</td>
<td>29</td>
</tr>
<tr>
<td>Individual meetings or in small groups with researchers</td>
<td>36,4%</td>
<td>12</td>
</tr>
<tr>
<td>Interactive laboratory activities</td>
<td>6,1%</td>
<td>2</td>
</tr>
<tr>
<td>Other (please, specify)</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

Other:
- student day
- formazione docenti
- formazione per i docenti
- lezioni
7. Would you participate if the visits were in English?

Respondents: 32

<table>
<thead>
<tr>
<th>Options</th>
<th>Percentage of responses</th>
<th>Number of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>59,4%</td>
<td>19</td>
</tr>
<tr>
<td>No</td>
<td>40,6%</td>
<td>13</td>
</tr>
</tbody>
</table>
8. Comments

Respondents: 8
- materiale plurilingue
- bravi!
- riguardo al quesito numero 7: forse
- riguardo al n 6, si potrebbe forse pensare a parte di attività in inglese
- svolgere l’attività in inglese è ancora un po’ troppo complicato per attenzione e coinvolgimento data l’età
- incrementerei solo la rilevanza con i programmi scolastici, ma non è così fondamentale
- altra cosa: sarebbe forse interessante che i relatori parlassero, seppur in modo semplificato, dei programmi di ricerca che seguono
- continuate così, grazie
- utile dare dei materiali cartacei di supporto alle spiegazioni (per es. attività di fill-in da svolgere durante le spiegazioni che aiutino a focalizzare l’attenzione sui punti salienti)
Students' evaluation

Three different types of evaluation were proposed to visiting students, one for each school level: an informal one for primary school children and questionnaires for junior high school and high school.

Primary school

The main goal we aim to achieve with children through SISSA FOR SCHOOLS are:

1. **Destroy the stereotype of the scientist:**
   the scientist is usually imagined and drawn by children as a crazy man, often old, who manipulate dangerous chemical substances which explode very easily. Sometimes the scientist is good, in some cases he is even a superhero, while, on the contrary, sometimes is an evil one. During the SISSA FOR SCHOOLS visit the direct contact with real scientists changes the scientist stereotype that children had in their mind: after the visit children knows that scientist are both males and females, they can be young and they are friendly and not crazy. Lots of them do not use chemicals, but numbers, graphs and computers during their daily routines. For many children, especially girls, to be a scientist became one of the possibilities among their future careers.

2. **Create positive feelings connected with science:** both people involved in science and place where science is done are often connected with uncomfortable feeling. Children feels universities, museum and other places linked to science are not made for them, they are boring and dedicated to adults. Inviting children in SISSA and not going to their school classes, imply the fact that children can explore directly a science institution that is not made for them but were they are welcome and have fun. They love exploring the building, seeing offices and common spaces during the treasure hunt and they go back home reporting to their parents that SISSA is wonderful.
Messages and drawings on sticky cards

Usually, at the end of the visit, instead of filling the questionnaire as older students, children were asked to write something on a sticky card, as a message for us.
Junior high school

At the end of the visit, students of junior high school were given a printed copy of the questionnaire on site. Despite the fact that the questionnaire has not been administered to every visit we collected 287 questionnaires for junior high school.

The questionnaire for junior high school students was composed as follows.

EVALUATION QUESTIONNAIRE – JUNIOR HIGH SCHOOLS

Dear students,

Thank you for coming to visit us at SISSA. As it is very important for us to know what you think of the visit, we kindly ask you a few minutes of your time to answer the questionnaire below. At the bottom you will find a space for comments and suggestions that you can use to add something more personal if you wish. Thank you for your willingness to answer the questionnaire.

1. Rate from 1 (very bad) to 4 (very good) the following activities in which you participated:
   - Interactive seminar Profession: coach of micro swimmers with Luca
   - Interactive seminar Physiology of olfaction with Simone e Gianluca
   - Interactive seminar Brain’s tricks with Adina and Shima
   - Interactive seminar about Music
   - Discussion game Science and scientists
   - Discussion game The future of science
   - Interactive seminar The seven bridges of Königsberg with Francesca
   - Interactive seminar Water, soap and minimal surfaces with Lucia
   - Neuroscience Quiz Myths about the brain: true or false?
   - Visit to the laboratories with Micaela (microscopy)
   - Visit to the laboratories with Jessica (with labcoats, gloves and pipettes)
   - SISSA tour with students

2. Rate from 1 (very bad) to 4 (very good) the following things:
   - Skill and sympathy of SISSA students and speakers
   - Quality of materials

3. What was the thing you liked most?

4. What was the thing you liked less?

5. Would you like to come back?
   - Yes
   - No
   - It depends on what we will do

6. What kind of activities would you like participating in?
   - Discussion games
   - Visits to laboratories
   - Seminars held by researchers and SISSA students
Debates on issues of contemporary research
Experiments
Individual or in small groups meetings with researchers
Other (please specify)

7. Are you willing to participate in meetings in English?
Yes
No

8. Please rate from 1 (not at all) to 4 (very much) each aspect considering the visit in general:
It was interesting
I enjoyed it
It made me want to learn more about science
I learnt something new

9. If the visit made you want to know more about the science, could you tell us which topics would you like to address?

10. Comments. If you want to say something personal, make suggestions or make comments you can write here.

THANK YOU!

1. Rate from 1 (very bad) to 4 (very good) the following things in which you participated:

<table>
<thead>
<tr>
<th>Options</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Average rating</th>
<th>Number of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Stravaganze sensoriali&quot; con Simone Pifferi</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>4</td>
<td>3,36</td>
<td>11</td>
</tr>
<tr>
<td>&quot;l'universo ci prende &quot;in giro&quot;&quot; con Alessandro Trani</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>10</td>
<td>3,91</td>
<td>11</td>
</tr>
<tr>
<td>&quot;la matematica della Sfinge&quot; con Lorenzo Nardini</td>
<td>0</td>
<td>1</td>
<td>8</td>
<td>10</td>
<td>3,47</td>
<td>19</td>
</tr>
<tr>
<td>&quot;l'ascensore gravitazionale di Einstein&quot; con Costantino</td>
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<td>0</td>
<td>8</td>
<td>9</td>
<td>3,53</td>
<td>17</td>
</tr>
<tr>
<td>&quot;se vedo ci credo!...o no&quot; con Olga Puccioni</td>
<td>0</td>
<td>3</td>
<td>11</td>
<td>14</td>
<td>3,39</td>
<td>28</td>
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<tr>
<td>&quot;la dinamica dell'atmosfera e degli oceani&quot; con Freddy Bouchè</td>
<td>0</td>
<td>1</td>
<td>12</td>
<td>8</td>
<td>3,33</td>
<td>21</td>
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<tr>
<td>&quot;le staminali indecise&quot; con Carmen Falcone e Simone Chiola</td>
<td>0</td>
<td>1</td>
<td>8</td>
<td>12</td>
<td>3,52</td>
<td>21</td>
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<tr>
<td>&quot;il gusto non basta&quot; con Simone</td>
<td>0</td>
<td>1</td>
<td>7</td>
<td>10</td>
<td>3,50</td>
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<tr>
<td>&quot;api,formiche ed informatica&quot; con Cristiano</td>
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<td>2</td>
<td>6</td>
<td>10</td>
<td>3,44</td>
<td>18</td>
</tr>
<tr>
<td>&quot;ballando con le api&quot; con Cristiano e Sofia</td>
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<td>0</td>
<td>2</td>
<td>16</td>
<td>3,89</td>
<td>18</td>
</tr>
<tr>
<td>&quot;onde spaziali&quot; con Giuseppe</td>
<td>0</td>
<td>2</td>
<td>6</td>
<td>10</td>
<td>3,44</td>
<td>18</td>
</tr>
<tr>
<td>&quot;spatial waves hunters&quot; con Claudia</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>3</td>
<td>3,23</td>
<td>13</td>
</tr>
<tr>
<td>&quot;la natura risparmia&quot; con Ilaria</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>7</td>
<td>3,54</td>
<td>13</td>
</tr>
<tr>
<td>Giro della SISSA con gli studenti</td>
<td>0</td>
<td>0</td>
<td>22</td>
<td>94</td>
<td>3,81</td>
<td>116</td>
</tr>
</tbody>
</table>

Respondents: 117
2. Rate from 1 (very bad) to 4 (very good) the following things:

Respondents: 116

<table>
<thead>
<tr>
<th>Options</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Average rate</th>
<th>Number of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill and sympathy of the SISSA students and speakers</td>
<td>0</td>
<td>0</td>
<td>9</td>
<td>107</td>
<td>3.92</td>
<td>125</td>
</tr>
<tr>
<td>Quality of materials</td>
<td>0</td>
<td>0</td>
<td>51</td>
<td>64</td>
<td>3.56</td>
<td>125</td>
</tr>
</tbody>
</table>
3. What was the thing you liked most

Respondents: 116
The cloud of keywords appeared more frequently in this answer

**Ants Game**  **Costantino Garden**  **Staminals**  **Lesson**  **Sofia Tour of SISSA**  **Bubble Guides**  **Dancing with bees**  **About Universe**  **Taste Students**

All the answers:
- il giro guidato
- le bolle
- il giro con le guide
- fare il giro della SISSA e l’esperimento delle bolle
- le bolle
- il giro
- il giro per la SISSA
- il giro e la nostra guida Nika perché era molto simpatico
- il giro alla SISSA
- "spatial waves hunters"
- il giro della SISSA
- il giro della SISSA
- mi è piaciuta di più la lezione con Ilaria
- quando Sofia ha guidato l’ape-cottero
- tutto quanto, perché mi piace la scienza
- ballando con le api
- tutto
- il giro della SISSA
- mi è piaciuto tutto
- giocare con Sofia e Sara
- i giochi sulla neuroscienza e la lezione ballando con le api
- il gioco
- la cosa che mi è piaciuta di più è "ballando con le api"
- il gioco della pallina da passare
- ballando con le api
- ballando con le api
- il ballo delle api
- il ballo delle api
tutto
onde spaziali
ballando con le api
provare ad assaggiare le cose tappandosi il naso
la lezione interattiva "il gusto non basta"
il giro della SISSA
il gusto umami e il gioco
"api,formiche ed informatica"
"il gusto non basta"
il giro della SISSA
"il gusto non basta"
estato il giro con "l'insegnante"
il giro della SISSA e il "gioco" con la canna di bambù
mi è piaciuto l'ambiente, il giro con Mattia e incontrare scienziati e persone così intelligenti!
il giro per la SISSA con Simone
le formiche
il gusto non basta
andare in giro con Mattia
il giro nella SISSA
sentire il gusto dell'umami
la parte sulle formiche e sulle api
tutto
il giro con gli studenti è la mini lezione con Cristiano
il giro della SISSA
girare con la guida per la SISSA
fare il giro per la SISSA
dinamica dell'atmosfera e degli oceani e soprattutto il giro con Richard
la lezione sulle staminali
lo scoprire la relazione fra le formiche e l'informatica grazie a Cristiano
la lezione sulle cellule staminali
mi è piaciuto andare con la guida
il giro della SISSA
quando siamo andati a vedere il professore che insegnava agli studenti
dinamica dell'atmosfera e degli oceani
mi è piaciuto tutto!
il giro della SISSA
il giro della SISSA
le staminali indecise e il giro
il giro della SISSA con gli studenti
fare il giro della SISSA
andare in giro per le classi
il giro della SISSA
visitare il giardino e ricevere le magliette
il palazzo e le lavagne
Mattia e Costantino
bravura e simpatia delle guide
visitare il giardino e provare i giochi
il giro della SISSA
la visita alla SISSA
la linea del tempo
gli studenti
il giro della SISSA con la guida
il giro della SISSA
il giro della SISSA con gli studenti
la lezione dell'ascensore gravitazionale di Einstein
la disponibilità e la simpatia di costantino
la lezione con la guida
il giro dentro la SISSA
- il giro della SISSA e gli indovinelli di Lorenzo
- il giardino era la cosa più bella
- il panorama
- il giro della SISSA
- il giro alla SISSA con Manuela
- il giardino
- mi è piaciuto andare in giardino a vedere gli effetti ottici
- la materia di Sofia e il giro della SISSA
- mi è piaciuto davvero tutto!
- la sala centrale, il giro con la guida e visitare l’ufficio di Cristiano
- la lezione interattiva “la matematica della sfinge”
- la “gita” con Alessandro
- il giardino
- fare il giro della SISSA
- la cosa che mi è piaciuta di più è che Sofia ha 12 topi e che li studia
- la cosa che mi è piaciuta di più era il metro della creazione dell’universo
- mi è piaciuta moltissimo la mensa
- le spiegazioni di Olga
- il giro della SISSA mi è piaciuto molto
- andare in giro per la SISSA
- tutto
- il giro della SISSA
- giro della SISSA
- “l’universo ci prende in giro”
- il giro della SISSA
- quando abbiamo parlato dell’universo
- tutto
- tutto
- lo zucchero con la cannella
- fare il giro con Giuseppe

4. What was the thing you liked less

Respondents: 95
The cloud of keywords appeared more frequently in this answer

Sensory Extravagances Questionnaire
Mathematics Dynamics of atmosphere and Oceans Ants and Informatics Spatial Waves Staminals Tour of SISSA

All the answers:
- la lezione di astronomia
- niente mi è piaciuto tutto
- niente
- niente
- la lezione di inglese
- niente, tutto bello
- la nebbia
- la nebbia
- "la natura risparmia" anche se erano tutte molto belle
- la lezione d’inglese
- la lezione sullo spazio solo perché era in inglese e non capivo molto
- mi è piaciuto tutto, ma la lezione di inglese un po’ meno
- nessuna
- nulla
- ho capito poco le onde spaziali
- niente
- niente
- la lezione "onde spaziali"
- nessuna, mi è piaciuto tutto
- onde spaziali
- niente
- il giro della SISSA
- questionario
- questionario
- giro della SISSA
- onde spaziali
- quando, mentre parlavano si bloccavano nei discorsi
- l’introduzione che era un po’ noiosa
- la lezione su "il gusto non cambia"
- nessuna
- "api, formiche ed informatica"
- la lezione "api, formiche ed informatica"
- "api, formiche ed informatica"
- non c’era una cosa che non mi è piaciuta
- niente, è stato tutto interessante
- niente, tutto bello e interessante
- "api, formiche ed informatica": era molto interessante ma un po’ noioso
- niente
- api, formiche ed informatica
- la lezione "il gusto non basta"
- niente
- niente, era tutto bello e interessante
- niente
- un po’ meno la lezione "la dinamica dell'atmosfera e degli oceani"
- mi è piaciuto tutto
- le staminali indecise
- le staminali indecise, perché non ho interesse per il cervello
- la lezione sul clima
- tutte le cose mi sono piacute, niente non mi è piaciuto
- niente
- un po’ la lezione interattiva
- nessuna
- mi è piaciuto tutto!
- nessuna
- niente, è stato tutto interessante
- la dinamica dell'atmosfera e degli oceani perché è noioso come argomento per me
- mi è piaciuto tutto
- niente
- niente
- niente
- troppa scale
- niente
- nessuna
- le lezioni "se ci vedo ci credo"
- niente
- la lezione alla lavagna
- le scale
- niente
- non siamo potuti entrare nei laboratori e dove tenevano gli animali
- non saprei era tutto bello
- che non sono riuscita a vedere molto
- niente
- tutto mi è piaciuto molto
- mi sono piaciuti meno i problemi matematici (il secondo)
- non siamo potuti entrare nella stanza degli animali
- nulla
- niente, era tutto bellissimo
- la matematica della sfinge
- l'ufficio
- niente
- non c'era niente che non mi piaceva
- è stato l'ultimo indovinello di Lorenzo: non l'ho capita, non sono tanto brava in matematica
- sinceramente non c'era niente di noioso
- non so
- niente
- niente
- nessuna
- sensory extravagances
- la lezione inglese
- il "sensory extravagances"
- niente
- niente
- mi è piaciuto tutto
- non ce n'è una

5. Would you like to come back?

Respondents: 117

<table>
<thead>
<tr>
<th>Options</th>
<th>Percentage of responses</th>
<th>Number of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>95,7%</td>
<td>112</td>
</tr>
<tr>
<td>No</td>
<td>0,0%</td>
<td>0</td>
</tr>
<tr>
<td>Depends on the programme</td>
<td>4,3%</td>
<td>5</td>
</tr>
</tbody>
</table>
6. What kind of activities would you like participating in?

Respondents: 117

<table>
<thead>
<tr>
<th>Options</th>
<th>Percentage of responses</th>
<th>Number of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion games</td>
<td>26.4%</td>
<td>29</td>
</tr>
<tr>
<td>Visits to laboratories</td>
<td>69.1%</td>
<td>76</td>
</tr>
<tr>
<td>Seminars held by researchers and SISSA students</td>
<td>16.4%</td>
<td>18</td>
</tr>
<tr>
<td>Debates on issues of contemporary research</td>
<td>11.8%</td>
<td>13</td>
</tr>
<tr>
<td>Experiments</td>
<td>73.6%</td>
<td>81</td>
</tr>
</tbody>
</table>
Individual meetings of in small groups with researchers | 38.2% | 42
Other (please, specify) | 4.5% | 5

Other:
- parlare e discutere con astrofisica
- forse un giro completo per la SISSA
- studiare la biologia marina
- caccia al tesoro
- caccia al tesoro scoprendo i vari posti della SISSA

7. Are you willing to participate in meetings in English?

Respondents: 107

<table>
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<tr>
<th>Options</th>
<th>Percentage of responses</th>
<th>Number of responses</th>
</tr>
</thead>
<tbody>
<tr>
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<td>57.9%</td>
<td>62</td>
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<tr>
<td>No</td>
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8. Please rate from 1 (not at all) to 4 (very much) for each aspect considering the visit in general:

Respondents: 112

<table>
<thead>
<tr>
<th>Options</th>
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<th>3</th>
<th>4</th>
<th>Average rating</th>
<th>Number of responses</th>
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<tbody>
<tr>
<td>It was interesting</td>
<td>0</td>
<td>0</td>
<td>17</td>
<td>95</td>
<td>3.85</td>
<td>112</td>
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<td>Response</td>
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<td>--------</td>
<td>------</td>
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<td></td>
</tr>
<tr>
<td>I enjoyed it</td>
<td>0</td>
<td>25</td>
<td>87</td>
<td>3.78</td>
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<tr>
<td>It made me want to learn more about science</td>
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<td>56</td>
<td>50</td>
<td>3.38</td>
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<tr>
<td>I learned something new</td>
<td>0</td>
<td>31</td>
<td>79</td>
<td>3.70</td>
<td>112</td>
<td></td>
</tr>
</tbody>
</table>

Please rate from 1 (not at all) to 4 (very much) for each aspect considering the visit in general:

- I learned something new
- It made me want to learn more about science
- I enjoyed it
- It was interesting

9. If the visit made you want to know more about the science could you tell us which topics would you like to address?

Respondents: 87
The cloud of keywords appeared more frequently in this answer

Experiments, Physics, Galaxies, Mathematics, Brain Astrophysics, Ants, Space, Staminal, Cells, Animals, Black Holes
All the answers
- mi viene voglia di conoscere e approfondire altri corpi celesti
- come si è formata la galassia e i vari tipi di strumenti che usate nella SISSA
- come si sono formate le stelle e quanti anni hanno
- sulla nana bianca
- le galassie e i buchi neri
- niente
- esperimenti di laboratorio
- i buchi neri, il sole
- sullo spazio
- vorrei approfondire l’argomento delle galassie e della lezione in inglese
- la natura
- le api, i gatti
- la neuroscienza, mi piacerebbe saperne di più sulla ricerca sui topi di Sofia
- lo spazio
- tutto
- argomenti sugli animali
- l’universo
- lo spazio, la scienza, la lingua
- il progetto delle onde spaziali
- sulle formiche
- su come funzionano le cose nell’ambito della fisicaaaa
- approfondirei sulle formiche
- i 5 sensi
- lo studio dei pianeti, delle stelle e della galassia in generale
- neuroscienze
- biotecnologie ambientali e sanitarie
- vorrei approfondire la lezione sul gusto
- vorrei approfondire e diventare un astrofisica. Vorrei approfondire anche la teoria del tutto (stringhe) e mille altre cose sull’universo
- i vari esperimenti scientifici
- argomenti riguardanti gli animali/insetti e i loro stili di vita
- 5 sensi
- mi piacerebbe approfondire un po’ di neuroscienza
- regni insetti, dei gusti, un po’ di tutto quello che abbiamo affrontato in questa giornata
- mi piacerebbe approfondire i 5 sensi e fare altre prove come quelle di oggi
- vorrei approfondire l’astrofisica
- astrofisica
- sull’atmosfera e sullo studio del cervello
- convenzione, atmosfera
- vorrei approfondire le attività in laboratorio e fare esperimenti
- vorrei approfondire sulla biologia e sulla fisica
- com’è fatto il corpo umano e come funziona
- approfondire le cose sugli animali
- vorrei approfondire il discorso sulle cellule staminali
- il cervello e il clima
- fisica e astronomia
- vorrei approfondire l’atmosfera e il giro nei laboratori
- vorrei approfondire come è fatto il nostro corpo, come si genera il tempo e come poi si comporta un oggetto
- sul cervello
- tutti gli argomenti
- sulle cellule staminali
- non so
- teoremi, cervello, Einstein
- teoremi di altri scienziati oltre a Einstein
- in genere l’astrofisica
- argomenti riguardanti lo spazio
- l’antimateria
- la neurobiologia
- neurologia
- storia dell’universo
- vorrei approfondire i diversi modi di calcolare diversamente
- vorrei affrontare i primi momenti dell’universo
- astrofisica particellare
- vorrei approfondire le figure dell’alveare
- astrofisica
- argomento animali
- mi piacerebbe vedere il laboratorio degli animali
- gli animali
- astrofisica, scienza e lingua
- laboratorio
- no mi è piaciuto così
- lo vorrei approfondire l’argomento degli animali
- vorrei approfondire come fare problemi di matematica, perché mi piace molto
- vorrei conoscere i segreti sullo spazio con Cristiano e vedere i topi di Sofia
- vorrei approfondire gli studi sull’inquinamento e tutti gli elementi che nuociono alla natura
- le stelle
- vorrei approfondire i problemi dell’astrologia
- desidererei approfondire la creazione dell’universo. Tutto il resto mi è piaciuto così com’è stato. Forse leggerei qualche libro della biblioteca: mi hanno incuriosita
- matematica
- vorrei approfondire l’astronomia e le particelle
- sui sensi
- sulla scienza dell’uomo
- "l’universo ci prende in giro"
- l’universo
- l’universo in fase di "nascita"
- l’universo
- sulla scienza dell'uomo
- mi piacerebbe il laboratorio

10. Comments
If you want to say something personal, make suggestions or make comments you can write here.

Respondents: 65
The cloud of keywords appeared more frequently in this answer

Experiments Mattia Had fun Come back
Guides Increase Nice people
Cristiano Lorenzo Wonderful Fun
Liked Study Great Experience Tour
Garden Very good Olga

All the answers
- è stato tutto molto divertente soprattutto il giro della SISSA con Alessandro
- trovo molto interessante tutto della SISSA
- Siete magnifici, mi è piaciuto il giro alla SISSA
- far durare di più il giro alla SISSA
- è durata troppo poco
- mi sono divertita molto e nostri accompagnatori erano molto simpatici!
- mi è piaciuto molto tutto e vorrei tornare
- siete bravissimi!
- mi è piaciuto molto
- è stato bellissimo
- le guide erano molto simpatiche e coinvolgevano molto. Certe parti erano un po’ noiose perché pesante seguire discorsi così complessi. Comunque bellissima esperienza! Spero di tornare
- bisognerebbe far parlare di più Mattia
- è stata una bella esperienza
- sarebbe meglio aumentare gli esperimenti
- appena arrivato alla SISSA ho capito subito che era un posto molto interessante, ed infatti... anche i "prof" erano molto simpatici e attivi, se fossi in voi aumenterei gli esperimenti e le visite ai laboratori
- siete tutti bravi e tanto simpatici
- non posso suggerire niente a persone così intelligenti e con tanta cultura
- sarebbe stato più carino se ci avessero mostrato qualche esperimento. Oppure mi sarebbe piaciuto di più se ci avessero fatto visitare i laboratori
- magari aumentare gli stipendi :)
- più esperimenti
- secondo me, bisognerebbe far parlare di più Mattia. Per il resto tutto bene
- siete stati coccoli e avete spiegato molto bene
- mi è piaciuto moltissimo partecipare a questa visita alla SISSA, spero di poterla ripetere
- lo staff era preparatissimo, mi ha invogliato a studiare e a ritornare in questo paradiso. Grazie!
- è stato molto bello, e gli scienziati erano molto gentili
- è un edificio piuttosto grande, l’ascensore era accitante, mi è piaciuto il giardino
- Mi è piaciuta molto questa uscita didattica. La parte migliore è stata quando Cristiano ha spiegato a me e al mio gruppo delle cose da far restare a bocca aperta!
- Mi sono divertita molto, le guide erano molto simpatiche e pensavo che la SISSA fosse una scuola seria ma invece no, è stato molto bello.. e la guida Olga era gentilissima
- è stato bellissimo continuare ad essere così bravi in tutto!
- le guide sono state molto gentili e tutti molto accoglienti
- andate avanti con gli studi delle cellule stominali per aiutare la gente
- grazie mille, siete bravissimi
- complimenti a tutti per la disponibilità
- pensavo che le guide e i professori fossero antipatici ma invece erano coccolassimo
- la SISSA è una scuola che da delle possibilità a studenti stranieri. Ringrazio soprattutto Olga e il fantastico preside per questa fantastica gita
- richard è molto Bravo perché nel scherzare riesce a spiegare moltissime cose e a farti interessare. mi sono divertita
- è stato tutto molto bello
- Olga sei stata bravissima!!
- la SISSA è bellissima
- il giardino è fantastico e anche la vostra simpatia lo è
- grazie! è stato bellissimo
- è stato bellissimo e vorrei rifarlo!!!
- è stato molto bello e divertente, grazie mille!
- è stato un’esperienza bellissima e interessante
- bello!
- è stato tutto veramente interessante! In futuro vorrei studiare anch’io qui
- è stato Bravo cristiano
- magari un giro più lungo
- mi è piaciuta molto la visita guidata. Grazie
- costantino è un mito!
- molto bello
- mi sono divertita molto è stato interessantissimo e sono tutti simpaticissimi
- è stato bellissimo
- la mia guida era molto simpatica e il giro bellissimo
- siete stati molto simpatici e ospitali con noi
- bravissimi, divertenti, simpatici, sieti degli ottimi studenti e spero di diventare anch’io così!
- Lorenzo sei un grande! Spero di rivederti presto
- penso che tutti dovrebbero venire qui
- è stato fighissimo non vedo l’ora di ritornare
- siete super simpatici e bravi
Dear students,

Thank you for coming to visit us at SISSA. As it is very important for us to know what you think of the visit, we kindly ask you a few minutes of your time to answer the questionnaire below. At the bottom you will find a space for comments and suggestions that you can use to add something more personal if you wish. Thank you for your willingness to answer the questionnaire.

1. Rate from 1 (very bad) to 4 (very good) the following activities in which you participated (if you remember):
   - Interactive seminar *Physiology of olfaction*, Simone and Gianluca
   - Interactive seminar *LHC and Higgs’ boson*, David Marzocca
   - Interactive seminar *Geometry is boring…for that it works!*, Eolo di Casola
   - Visit to neuroscience laboratories with Micaela Grandolfo and Jessica Franzot
   - SISSA tour with students

2. Rate from 1 (very bad) to 4 (very good) the following things:
   - Skill and sympathy of SISSA students and speakers
   - Quality of materials
   - Interest
   - Usefulness for future studies and orientation for your future profession
   - Enjoyment

3. What was the thing you liked most?

4. What was the thing you liked less?

5. Would you like to come back?
   - Yes
   - No
   - It depends on what we do

6. What kind of activities would you like participating in?
   - Discussion games
   - Visits to laboratories
   - Seminars held by researchers and SISSA students
   - Debates on issues of contemporary research
   - Experiments
   - Individual or in small groups meetings with researchers
   - Other (please specify)
7. Are you willing to participate in meetings in English?
   Yes
   No

8. Please rate from 1 (not at all) to 4 (very much) each aspect considering the visit in general:
   It was interesting
   I enjoyed it
   It made me want to learn more about science
   I learnt something new

9. If the visit made you want to know more about the science, could you tell us which topics would you like to address?

10. Comments. If you want to say something personal, make suggestions or make comments you can write here.

THANK YOU!

1. Rate from 1 (very bad) to 4 (very good) the following things in which you participated in:

<table>
<thead>
<tr>
<th>Options</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Average rating</th>
<th>Number of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Spazio, Tempo e Luce: come Einstein ha cambiato il mondo&quot;</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>7</td>
<td>3.50</td>
<td>14</td>
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<tr>
<td>&quot;Come può un fisico spiegare i sistemi biologici? Esempi di ordinaria follia&quot;</td>
<td>0</td>
<td>0</td>
<td>9</td>
<td>11</td>
<td>3.55</td>
<td>20</td>
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<tr>
<td>&quot;Canali ionici: proteine aprì e chiudi che fanno parlare i neuroni&quot; con Simone</td>
<td>0</td>
<td>5</td>
<td>1</td>
<td>3</td>
<td>2.85</td>
<td>20</td>
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<tr>
<td>&quot;che cosa cerca la fisica nella biologia? a spasso tra cellule e cromosomi&quot;</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>9</td>
<td>3.09</td>
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<td>0</td>
<td>7</td>
<td>10</td>
<td>3.59</td>
<td>17</td>
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<tr>
<td>&quot;my brain makes colour&quot;</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>5</td>
<td>3.38</td>
<td>24</td>
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<tr>
<td>&quot;puzzles and invariants&quot;</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>13</td>
<td>3.54</td>
<td>24</td>
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<tr>
<td>&quot;e se la Terra fosse una ciambella?&quot;</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>13</td>
<td>3.93</td>
<td>14</td>
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<td>&quot;l'universo ci prende &quot;in giro&quot;&quot;</td>
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<td>1</td>
<td>6</td>
<td>7</td>
<td>3.43</td>
<td>14</td>
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<tr>
<td>Giro della SISSA con gli studenti</td>
<td>0</td>
<td>6</td>
<td>3</td>
<td>70</td>
<td>3.59</td>
<td>109</td>
</tr>
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</table>
2. Rate from 1 (very bad) to 4 (very good) the following things:

Respondents: 109

<table>
<thead>
<tr>
<th>Options</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Average Rate</th>
<th>Number of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill and sympathy of the SISSA students and speakers</td>
<td>0</td>
<td>0</td>
<td>18</td>
<td>91</td>
<td>3.83</td>
<td>109</td>
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<tr>
<td>Quality of materials</td>
<td>0</td>
<td>4</td>
<td>48</td>
<td>56</td>
<td>3.48</td>
<td>108</td>
</tr>
</tbody>
</table>

3. What was the thing you liked most?
Respondents: 101
The cloud of keywords appeared more frequently in this answer

Puzzles and Invariants  Discussion  Physics
Mattia  Laboratory Tour  Garden
Interactive Lesson  Gravitational Waves Game
Richard Liked if Earth would be a donut

All the answers
- la lezione interattiva "sensory extravagances"
- il giardino, il terrazzo e la riga rossa nel corridoio che spiegava dell’universo
- a me è piaciuto tutto
- tutto
- tutto
- il giro
- il giro della SISSA
- il giro e il giardino
- mi è piaciuta molto la parte pratica e il giro della SISSA
- la guida
- la cosa che mi è piaciuta di più è stata la visita della SISSA
- il giro, tutto
- tutto soprattutto le battute di Mattia
- il giro della SISSA
- la visita alla SISSA
- il giro
- il giro
- la visita nella SISSA
- giro della SISSA
- tutto
- fare il giro con Alessandro e scoprire il giardino
- visitare la SISSA insieme a Mattia che è simpaticissimo e figliassimo
- tutto
- conoscere una studentessa americana
- kate
- l’ascensore
- il selfie sul balcone con Mattia
- mi è piaciuto tutto, ma il giro della scuola
- piccola-mentina-niente, panorama :)
- giro della SISSA (con Mattia)
- lezione interattiva
- il discorso finale "tende e carezze"
- il gioco dei cromosomi e centrioli
- la teoria della medicina come funziona
- confrontarmi e discutere con gli altri e le guide
- la discussione, il confronto tra la scienza e fede
- tende e carezze
- tende e carezze
- tende e carezze
- tende e carezze
- tende e carezze
- tende e carezze (più tutta la parte dopo)
- discussione sulla messa in vendita del farmaco
- giro della SISSA e "tende e carezze"
- in generale tutto, più precisamente l'introduzione nella sale al 7° piano
- il giro all'interno della SISSA
- giro per la SISSA
- le lezioni interattive
- il giro
- che la lezione sia stata interattiva
- l'interattività
- l'illusione ottica dei cerchi
- il giro negli uffici
- il giro del campus e il gioco con Ivan
- giochi matematici interattivi
- giro della SISSA
- puzzles and invariants
- i giochi matematici
- giochi
- la simpatia di chi ci ha seguiti e la visita con Richard
- puzzles and invariants
- visita guidata
- la lezione di Shima e il giro con Richard
- gioco con le braccia
- gioco del filo, manette
- l'accoglienza
- visita con la guida
- puzzles and invariants
- lezione interattiva
- il toro
- "e se la Terra fosse una ciambella
- e se la Terra fosse una ciambella
- la lezione su spazio e tempo
- e se la Terra fosse una ciambella
- visita alla struttura
- l'intervento sulle onde gravitazionali
- giro della SISSA
- parlare con Alessia
- Moebius
- le onde gravitazionali
- la visita della big meeting room, Olga!
- il giro per l'aria di ricerca e l'incontrare i colleghi della mia guida
- il giro della SISSA con Mattia
- tende e carezze
- l'introduzione dei nuovi argomenti (gravitational waves) passione nella relazione di Antonio
- la parte di fisica/biofisica
- è stato molto utile potermi confrontare con persone che stanno percorrendo un percorso che piacerebbe intraprendere anche a me
- la lezione interattiva con Mattia
- l'ambiente
- l'internazionalità
- gli esperimenti di laboratorio
- LABORATORIO
- visita della SISSA
- La lezione interattiva in merito ai sistemi biologici
- visita e presentazione delle attività
- la presentazione
- il laboratorio
- il giro della sissa con gli studenti
- la presentazione sulla fisica, in particolare la parte sul DNA
- la presentazione della fisica applicata ai sistemi biologici

4. What was the thing you liked less?

Respondents: 59
The cloud of keywords appeared more frequently in this answer

Presentation Laboratory Glutamate
Nothing Explanations Tour of SISSA Mathematics Lesson

All the answers
- il gusto del glutammato
- la cannella (esperimento fatto con Simone)
- mi è piaciuto tutto
- nessuna
- nessuna
- quando abbiamo assaporato la cannella
- nessuna
- la cosa che mi è piaciuta di meno è stata l'esperimento
- niente
- le spiegazioni
- niente
- nessuna
- nessuna
- è stato tutto bello
- quando è finito
- niente
- non essere riuscita a fare un giro più completo per il tempo limitato
- quando dovevamo indovinare come si aprivano le tende, perché mi piaceva sapere subito la soluzione
- non c’era abbastanza tempo per fare il giro in SISSA
- niente
- niente
- niente
- niente
- niente, mi è piaciuto tutto
- limiti spazio e tempi
- la presentazione della fisica, nella biologia
- niente
- niente
- niente
- lezioni e spiegazioni di cose teoriche già fatte e rifatte
- niente
- nessuna
- lezione di matematica
- il giro
- aver visto poco del complesso
- esperimenti sulle cavie
- l’accoglienza, forse un po’ disorganizzata
- giro della rissa
- my brain makes colour
- l’inglese
- my brain makes colour
- nessuna in particolare
- giro della SISSA (non abbiamo visto quasi nulla)
- giro della SISSA poco organizzato
- giro della SISSA con gli studenti
- moebius
- giro della SISSA (è più sopralluogo che altro)
- la fine della presentazione
- troppo lungo
- toro
- la lezione di matematica (comunque bella)
- non aver visto i laboratori
- (uno spuntino si poteva fare in mensa :P )
- nessuna, tutto bellissimo
- avrei messo più contenuti multimediali
- l’attività di laboratorio
- alcuni studenti non interessati a presentarsi
- la parte in laboratorio
- giro per la struttura

5. Would you like to come back?

Respondents: 110

<table>
<thead>
<tr>
<th>Options</th>
<th>Percentage of responses</th>
<th>Number of responses</th>
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<tbody>
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<td>83</td>
</tr>
<tr>
<td>No</td>
<td>4.5%</td>
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<tr>
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<td>Number of responses</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>-------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Discussion games</td>
<td>28.2%</td>
<td>31</td>
</tr>
<tr>
<td>Visits to laboratories</td>
<td>48.2%</td>
<td>53</td>
</tr>
<tr>
<td>Seminars held by researchers and SISSA students</td>
<td>24.5%</td>
<td>27</td>
</tr>
<tr>
<td>Debates on issues of contemporary research</td>
<td>30.9%</td>
<td>34</td>
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<tr>
<td>Experiments</td>
<td>50.0%</td>
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</tr>
<tr>
<td>Individual meetings of in small groups with researchers</td>
<td>32.7%</td>
<td>36</td>
</tr>
<tr>
<td>Other (please, specify)</td>
<td>2.7%</td>
<td>3</td>
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</tbody>
</table>

Other
- *lezioni con i vari ricercatori*
- *visitare il parco ("bosco")*
- *passare una giornata intera con un ricercatore*
7. Are you willing to participate in meetings in English?

Respondents: 107

<table>
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<tr>
<th>Options</th>
<th>Percentage of responses</th>
<th>Number of responses</th>
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<tr>
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<td>81,3%</td>
<td>87</td>
</tr>
<tr>
<td>No</td>
<td>18,7%</td>
<td>20</td>
</tr>
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8. Please rate from 1 (not at all) to 4 (very much) for each aspect considering the visit in general:

Respondents: 109

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</table>
It was interesting 0 4 44 61 3.52 109
I enjoyed it 0 4 51 53 3.45 108
It made me want to learn more about science 2 11 64 32 3.16 109
I learned something new 1 17 58 32 3.12 108

Please rate from 1 (not at all) to 4 (very much) for each aspect considering the visit in general:

- I learned something new
- It made me want to learn more about science
- I enjoyed it
- It was interesting

9. If the visit made you want to know more about the science could you tell us which topics would you like to address?

Respondents: 64
The cloud of keywords appeared more frequently in this answer

Psychology  Memory  Laboratory
Astrophysics  Cosmology  Physics
All the answers
- sensi
- mi interessa la psicologia e il modo di pensare. In generale sul cervello e anche un po' astrofisica e astronomia
- se si può sulla biorobotica
- vorrei approfondire di più sulla genetica
- visite ottiche e acustiche
- vorrei sapere di più sui sensi (le particolarità degli animali)
- astronomia
- organi di senso e cervello (la logica) e l'attenzione
- l'astronomia
- vista
- lo spazio
- la visita è stata chiarissima
- la visita è già stata chiara
- il DNA
- è stato bellissimo
- la chimica
- i buchi neri
- no secondo me è molto approfondito e chiaro. Complimenti!!!
- non vorrei approfondire niente perché è stato approfondito molto bene!!
- il DNA
- gli argomenti scientifici
- giochi
- i buchi neri
- non vorrei approfondire niente perché è stato tutto molto chiaro
- memoria dell'acqua effetti psicologici sulla malattia/salute
- esperimenti di laboratorio
- i buchi neri e il cervello (in generale)
- vorrei approfondire le tematiche sull'origine dell'universo e della vita su quest'ultimo
- utilità di THC
- attività di laboratorio
- discussione sui farmaci
- neuroscienze
- metodi di ricerca e criteri per approvare o no una teoria
- attività laboratoriali
- approfondire gli ambiti di ricerca nella neuropsicologia
- argomenti di psicologia in percorso studi’
- neuroscienze
- tende e carezze, neuroscienze
- neuroscienze
- nothing :) ho 5 in fisica e 4 in matematica, vado a lavorare!
- fisica-logica matematica
- tutto ciò che riguarda il cielo e le stelle
- ambito matematico e fisica
- neuroscienze
- imparare qualcosa di nuovo sul cosmo e cosmologia generale
- neuroscienza e sviluppo sulla memoria
- inganni ottici e neuroscienza
- biofisica
- neuroscienze
- teoria della relatività
- onde gravitazionali
- buchi neri
- spazio, onde gravitazionali e implicazioni che porteranno
- onde gravitazionali
- modelli
- biologia, biotecnologia, neurologia
- neuroscienze
- le staminali e la relazione che ha la psicologia con la guarigione di un paziente
- viaggio nel tempo (relatività)
- Anche se il mio interesse era già grande sono attirato dalle ricerche fisiche
- ambito delle neuroscienze
- vorrei visitare il settore di astrofisica e cosmologia
- neuroscienze cognitive che ci ha presentato una ragazza nel suo studio
- astrofisica e fisica delle particelle elementari
- chimica dei materiali fisica delle particelle
- attività di ricerca
- quali sono le leggi che determinano i movimenti degli stormi
- fisica medica, neuroscienze

10. Comments
If you want to say something personal, make suggestions or make comments you can write here.

Respondents: 37
Nice People Compliments

All the answers
- molto interessante
- le guide sono coccolissime
- complimenti! Molto bravi!
- complimenti!
- è molto bene!
- mi è piaciuta molto la visita alla SISSA e ci tornerai volentieri
- grazie molte per la visita e per le spiegazioni! probabilmente approfondirò di più l’argomento di astronomia
- è stato molto interessante ma soprattutto istruttivo
- migliorare l’apertura delle tende
- Mattia sei super simpaticissimo. Grazie a tutti!!
- grazie! è stato bellissimo
- mi è piaciuto tanto
- niente, è stato bello
- è stato bellissimo
- è stato molto interessante, e anche divertente
- tutto perfetto
- la scuola è bellissima e gli accompagnatori divertentissimi.
- dovreste far fare qualche esperimento ai bambini per farli divertire ancora di più! Inoltre mi piacerebbe visitare qualcosa di più di quello che ho visto perché sono molto curioso delle belle cose che ci sono in questa magnifica scuola.
- voglio farvi molti complimenti perché è stato divertentissimo!!! viva la SISSA
- mi è piaciuto moltissimo! Vorrei ritorare!!
- thanks
- niente hahah
- non do suggerimenti perché mi sono divertita
- grazie,mi sono divertita moltissimo! <3
- tutti simpatici
- mi è piaciuto molto ma avrei voluto visitare i laboratori
- siete grandi
- vorrei complimentarmi con le guide e gli studenti per la loro simpatia e bravura
- direi comunque visita nel complesso interessante ed interattiva
- molto belli i giochi interattivi,la visita era un po’ superficiale, ma nel complesso bella esperienza
- siete molto simpatici!
- visite ad alcuni laboratori
- fare un po’ più lunghe le presentazioni
- grazie!
- far conoscere di più la SISSA ai triestini che non si rendono conto di che luogo fantastico sia
- Mi sarebbe piaciuta anche un’attività riguardante l’astrofisica o la fisica particellare
- coinvolgere (per quanto possibile) di più gli studenti nei laboratori

Fun Liked Wonderful Laboratories Guides
**SISSA volunteers’ evaluation**

After the engagement of volunteers in different activities for the programme “SISSA FOR SCHOOLS”, in order to evaluate the project and to listen to volunteers’ ideas and suggestions, we organized an evaluation considering the point of view of the students and researchers who took part in the experience.

This year the SISSA volunteers evaluation took the form of focus groups, interviews and short messages from volunteers.

**Focus groups**

A focus group is a qualitative research methodology developed in the field of social sciences in the Forties and Fifties in the United States, and frequently used in social research, media and marketing. It consists of a sort of “group interview”, where a moderator leads a discussion in a small group of people. The participants are invited to reflect on a topic and to express their opinions in respect to the other persons in the group. The aim of the technique is to underline differences in opinions on a specific topic and to observe how the different points of view can converge to a common ground. It is a valuable tool to investigate expectations of people with respect to experiences or activities, and to evaluate a project or a product.

We invited all volunteers of “SISSA FOR SCHOOLS” to take part in a focus group, and then divided respondents in two groups. Nine volunteers participated in the discussions, which were held in June 2016. The meetings were audiotaped with the permission of the participants, a moderator lead the discussion and an observer helped to keep track of the interactions.

5 questions were asked to participants:

1. What did you expect from SISSA FOR SCHOOLS?
2. What did you get from SISSA FOR SCHOOLS?
3. In your opinion, the 2014/2015 edition of SISSA FOR SCHOOLS was successful?
4. What would you like for you, taking part in next year edition of SISSA FOR SCHOOLS?
5. Do you have comments or suggestions for next year?

1. **What did you expect from SISSA FOR SCHOOLS?**

Since within an evaluation it is important to investigate which where the expectations of people with respect to experiences or activities done the first question aimed at making people thinking about it.

In order to have a qualitative and a more “quantitative” measure, participants were asked to write their answer in a sticky note and to stick it along a line going from “few” and “a lot”.
As displayed in the picture, the amount of expectations varied a lot along all the range in the first group and were skewed toward "a lot" in the second group.

The main topic where
- I expected not to have much time to take part in. It is a common opinion not to have, instead it is just a matter of organization!
- Having fun
- Improving communicative skills toward children
- Raising curiosity and positive attitudes for science in kids
- Having the opportunity to talk about your work, but also about something different which interest you.
- To know if students are curious about science and how they see us as scientists.
- Communicate the fact that what they are studying now could be boring but in the future it get useful and interesting.

“To let them know that a science is not a concept, but a real person!”

2. What did you get from SISSA FOR SCHOOLS?

In general volunteers expressed their satisfaction for taking part in. The disposition of sticky notes suggests that in the two focus groups different communication dynamics took place, but in both groups after an initial "cold phase" participants were happy to express more widely what did they meant in their written answers.

The main topic in the answers where
- I talked about what I wanted
- I had fun and they transmitted me their enthusiasm
- Starting from doing the guide I made a lot of different and interesting experiences
- Raising curiosity and interest for science in kids
- I improve my communication skills.
- Good Italian practice
- Feeling like being part of the real world. Sometimes in our work we miss it.

“I got many messages from little ones with written - I want to be like you! - That is so gratifying”
However many volunteers both in the sticky notes and during the discussion reported some reasons that made the rating of what they got less than what expected.

In particular they complained that the internal participation is very low, that colleagues and some professors do not recognize, support or even know the existence of the programme.

3. In your opinion, the 2014/2015 edition of SISSA FOR SCHOOLS was successful?

Again the distribution of evaluation was skewed toward the “a lot”.

All the volunteer involved in the focus groups answer that the programme was very successful for people involved in, both SISSA volunteers and visitors.

However the majority of volunteers complained because

- many SISSA people are not aware of the existence of SISSA for schools
- SISSA people do not participate
- SISSA should invest in its image, even people from Trieste do not know what SISSA is
- The Student Day worked much better than the Open Day
- some students in SISSA has a snobbish attitude regarding SISSA for school.

“It is a great success externally, but not internally! From outside SISSA has a beautiful image thanks to SISSA for Schools, but many professors and students don’t even know the existence of it!”

“I am from Trieste and I studied biology in Trieste and I did not know what SISSA was. People in Trieste do not know SISSA. A big change took place with Martinelli, but now the internal effort toward this direction decreased…”

4. What would you like for you, taking part in next year edition of SISSA FOR SCHOOLS?

This question was important in order to invite participants thinking about their own objectives to pursue taking part in SISSA FOR SCHOOLS.

The main objectives expressed by volunteers are
- Prepare an activity/seminar, for those who did not so far
- Design a new activity/seminar, for those who already did in the past
- Involving colleagues
- Preparing a seminar that is not related to my own work but about some other aspect of science which interest me
- Having more time to take part in the SISSA FOR SCHOOLS activities
- To improve communicational skills and effectiveness
- To practice Italian (for Italian volunteers)
- To transmit curiosity and passion to visitors.

5. Do you have comments or suggestions for next year?

Collecting suggestions, critics and comments from volunteers involved in the programme is very important, both because they can make useful suggestion and for making them feeling part of the whole mechanism of the programme.

Things that mostly appeared in the comments were
- Improving volunteers recruitments in SISSA
- Having more support from the Direction for SISSA people involvement
- Having more time for the whole visit.

Interestingly, one of the volunteer reported:

“During NEXT2015 I had the chance to answer to a teenager’s question. Then we start talking, got a coffee together and I realized this guy needed help. He was interested in physics and felt lonely and very different from his peers. I felt in a similar state when I was a teenager myself. We met some other times and I gave him suggestions and support. I even met his parents, who thanked me for helping their son since he was thinking to be crazy. I would never had this chance without SISSA for schools and maybe we should work to create something to encourage and facilitate such exchange…”
Volunteers interview

We interviewed two volunteers who took part very often in SISSA FOR SCHOOLS activities during the 2015-2016 programme:

Kate Pischke, PhD student in neurobiology

**When did you join S4S?**
I joined in 2015.

**Why did you join S4S?**
I joined to share my enthusiasm for science with the students and to ensure that they would see a balanced representation of scientists, women too.

**What did you do?**
School guides

**Was the experience what you expected?**
Honestly, it was much better than I expected. I really thought I would not enjoy it at all. I had spent some time teaching 5-8 year olds some years ago and disliked it tremendously. However, this was much different. The kids are excited to be here and curious. The groups are small so they are easy to manage and connect to. I was really pleasantly surprised.

**Do you think it has been useful for you and your career?**
I think so, it helped me to understand really how much fundamental science I have learned throughout my schooling and how to explain something in easy to understand terms to others. Also I improved my ability to gauge someone’s grasp on a subject easier.

**Do you think S4S is important for SISSA?**
I think it is important for SISSA in the way that increasing public interest and curiosity in science is one of the most important, but often neglected, responsibilities of a scientist.

**What would you say to someone to invite him/her to join?**
Just try it twice, I bet you will enjoy interacting with the students and if not, well you gave it a try (which is all anyone can ask).

**Did it take up a lot of your time?**
Not at all, less than two hours on the days I volunteered to be a guide, which was about once a month. Two hours a month for this was certainly a good use of time!

**Some people say they can’t join because they have no time, what do you think about that?**
This is just an excuse. It is a very small time commitment and it is beneficial to think about your work from another angle (and what better angle than from the eyes of students!).

**Three years ago a science communication course was offered to all the volunteers. Do you think it would be useful for you? Would you like to have the possibility to take part in a similar one?**
That sounds like it would be helpful. I always love the chance to improve my abilities, especially communication since it is such vital one. I did participate in the masterclass in science communication two years ago and really enjoyed it.
Mattia Marenda, PhD student in Statistical and biological physics

When did you join S4S?
I joined in September 2015, during Trieste NEXT. Just as volunteer at the boot, then as guide for the school visits and later I designed activities and talks.

Why did you join S4S?
I joined because I think is important to let public meet us, let them know what we do, what science is. Especially in this period when lot of mysticism is spreading and it seems to go back to medieval time I think is important that people working in science communicate to those who are not in the field.

Did it take up a lot of your time?
At the beginning for NEXT and for being a guide it took me the time I gave the availability, so few hours. Later when I prepared the talks it took more time because you have to think about what you want to say, how you have to do it. You have to understand what kind of public you have in front: if they are kids or adults, and especially planning and presenting it in the easiest possible way and not to bore them. It is not so simple but I had a couple of topics I really like and so I work on them and I really enjoyed it.

How many activities did you prepare this year?
Two. One about my works: about the application of physics to biological systems, directed to a class in the third year of high school, to let them know the possibilities on different field that a physicists have, in order to show them what I work on now and in the past years. I repeated this presentation in the high school I attended to when I was younger. They were very happy and me too.
The second activity instead is still directed to high school student, although I could adapt it to junior high school classes, and it was about nuclear. I wanted to destroy the direct link that there is usually between the word “nuclear” and the bomb. I show them that the nuclear physics is not about making bombs but it has many application useful for the entire society.

But during SISSA FOR SCHOOLS you did the guide too...
Yes! Being a guide is a different think. Since I consider myself a very sociable and interactive person I thought it was fun, interesting and useful for the students. In particular I am good in interacting with students from high schools and junior high schools, and I am not very good with little children because I am not very patient with children, and I don’t know how to deal with them. But with older one I really liked leading them to explore SISSA, in the offices, in the common spaces, show them that in SISSA we do science but we have also other interest: we are normal people and not aliens! I loved talk with them and know what they would like to do in the future and sometimes give them suggestions.

Do you think it has been useful for you and your job?
Probably being a guide had not an effect on my job. It is more a personal enrichment and a satisfaction because you participate in spreading science. Whereas preparing the activity made me to learn how to prepare better presentations, challenging myself, talk in public and to manage the information I was giving based on the online feedbacks from my audience.

Many people say they can’t join SISSA FOR SCHOOLS because it would take too much time they have to dedicate to their work. You took part very very often. What do you think about that?
For me it did not imply any problem with my work. The part of being a guide is very free. You can join even just 1-2 time for year. I personally took about 2 times for month and I don’t see the problem. Preparing an activity instead for sure it takes more time. You have to think about it, design, prepare, rehearse it, and so it could take you one week (not entirely dedicated to it). I think lot of person don’t feel like to challenge themselves, to have a commitment and taking time of their job could be just an excuse not to make an effort.

Few years ago a science communication course was offered to all the volunteers. Do you think it would be useful for you? Would you like to have the possibility to take part in a similar one?
I think it would be useful for some people. The problem is the time to attend it. I personally prefer to directly confront myself with you or Simona after the preparation of the activity to have feedbacks. I think the most useful thing is doing it.

**What would you say to someone to invite him/her to join?**
I would bring students to him/her, to his/her office and make them to ask questions. Then I’ll go back to him/her to thank him/her and try to convince him/her to join. And I would stress the fact that it is not a problem of time. That we can give availability when we want. And I would stress the importance of spreading science, since now it is plenty of pseudoscience and mysticism people believe in…

**And about it, for SISSA as institution, S4S has a relevance?**
It is great! Although we are not the immediately following step in the younger students education, we give them some hints about what they could do with direct examples. For SISSA it is not an economical resource but for sure it has a big impact on its public image, and SISSA need it. Since an institution like ours is small and a bit isolated, it should break the isolation that can make us look like a cage for scientists. We need to establish a link with society, many people do not know us as institution and occasions such as NEXT are very important to exploit.

**Sentences from volunteers**

We asked to the volunteers who took part in this year programme to write one sentence in order to tell to another hypothetic SISSA student/staff why she/he should take part in the outreaching group.

"Joining the outreaching group has improved my ability to explain my research and talk to an audience". [Lorenzo]

"We are presented with the unique opportunity interact with the youth of Trieste, positively influence their view of scientists and maybe even spark some curiosity in science, all with a very minimal time commitment, don’t pass it up!" [Kate]

"You should join the outreach group since you will learn how to communicate with kids and at the same time which concept of your work are not so clear also to you!" [Alessio]

"Only if you can explain in simple language, understandable to all, the topics of your studies it means that you really understand them. If you prepare a little seminar, SISSA for the school gives you a unique chance to test yourself in this way, why miss this opportunity? But also becoming a guide that make explore the SISSA to the young school students you will be surprisingly involved by their enthusiasm and you will appreciate more the place where to study or work! Join us!" [Beatrice]

"A sentence, an explanation of scientific discovery, a discussion of nice images from physics, could trigger a reaction in a young mind, which could result in her/his proposition to study and learn and discover more, for the benefit of all." [Carlo]

"Quando la ricerca ti fa sentire alienato e inutile non c’è niente di meglio che raccontare quello che fai ai ragazzi: ti fa vedere il lavoro sotto un’altra prospettiva e cura l’autostima…" [Claudia]

"Science outreaching is a lot of fun and as a side benefit you get to improve your presentation and explaining skills!" [Ana Maria]

"The SISSA environment is amazing. Nine floors full of people from all corners of the world. Tens of cultures that create a wonderful place where you can learn to make science to be a scientist."
But, have you ever try to explain your findings to other people out of your field? I know, it is not simple, but do you know that in SISSA you can learn to do this? “SISSA for the school” is an opportunity to challenge you in something that is near to the scientist life but it is not generally present in a PhD. An opportunity to evolve your creativity beyond the scientific schemes. A trick to open your mind in something that is still scientific oriented, but it is not your PhD project. Have you ever tried? You have not!!! Come on, what are you waiting for accepting this challenge?” [Gianluca]

“Hello hypothetic SISSA student/staff, as far as my PhD allows me, I have participated on some outreaching activities promoted by SISSA, and the experiences are just great. The guided visits with kids has greatly improved my faith in the future generations as well as helping me revive the curiosity inherent to my scientific-driven mind. I strongly suggest any of you to participate and share experiences with the community on this open minded and fun events promoted here.” [Richard]

Global outcomes from volunteers

Volunteers who took part in SISSA FOR SCHOOLS are on average satisfied of the programme: their expectations were high as high was what they gained from the participation in SISSA FOR SCHOOLS in terms of satisfaction.

However, they suffer of a lack of internal support. Volunteers complained that always the same group people participate and gave their availability for many times in which the number of guides was not enough. They asked to find a solution to involve more students, and have more support from the Direction.

Similarly to the past evaluation did for the 2013/2014 edition, from the discussions it emerged that the mere transmission of information to pupils was not the main objective of people who decide to take part in the activities. Indeed to transmit the passion and curiosity for science itself in children and students was one of the major point of interest for PhD volunteers.

The need to improve their communication abilities was another driver to being involved. PhD students reported that during their PhD training they have no opportunities to learn and train how to communicate the value and the results of their job to a general public and that Sissa for schools and the other outreaching activities gave them this opportunity. Some of the volunteers stressed that studying a topic to explain it to general public, especially to children, forced them to understand it much better then usual, improving their competence also in doing research.

Another very important aspect that appeared in the discussion was that being engaged in the outreaching activities is fun. Volunteers do it for having fun and have some breaks from their work, although at the same time such kind of fun resulted to be useful and fruitful for their education as researchers.
### SISSA FOR SCHOOLS CALENDAR 2015-2016

From October 8th 2015 to May 19th 2016 => 27 Thursday

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Interruption for New Year holiday: from December 16th 2015 to January 13th 2016  
Interruption Easter: from March 24th to 31st, 2016

| SEPTEMBER 2015     |                                                               |     |             |
|--------------------|                                                               |     |             |
| 25 September 2015  | SISSA FOR SCHOOL @TRIESTE NEXT2015                           |     |             |
| 26 September 2015  | SISSA FOR SCHOOL @TRIESTE NEXT2015                           |     |             |
| 27 September 2015  | SISSA FOR SCHOOL @TRIESTE NEXT2015                           |     |             |
## SISSA FOR SCHOOLS CALENDAR 2016-2017

From October 6th 2016 to May 25th 2017 => 26 Thursday

<table>
<thead>
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<td>II G</td>
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### MARCH 2017

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<tr>
<td>27 April 2017</td>
<td>I.c altipiano</td>
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### MAY 2017

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<td>18 May 2017</td>
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<td>primary</td>
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<td>25 May 2017</td>
<td>I.c altipiano</td>
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### SEPTEMBER 2016

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Interruption for New Year holiday: from December 16th 2016 to January 18th 2017
Interruption Easter: from April 10th to 19th, 2017
### All activities proposed from the beginning of the programme

<table>
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<tr>
<th>School level</th>
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<th>Speaker</th>
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<tbody>
<tr>
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<tr>
<td>I-V school years</td>
<td>Physics</td>
<td>Universe: let’s taste, smell, hear, watch and touch it</td>
<td>Claudia Antolini</td>
</tr>
<tr>
<td>I-V school years</td>
<td>Physics</td>
<td>Tasting a star</td>
<td>Claudia Antolini</td>
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<tr>
<td>I-V school years</td>
<td>Physics</td>
<td>A cosmic fruit salad</td>
<td>Claudia Mancuso</td>
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<tr>
<td>III-V school years</td>
<td>Physics</td>
<td>Cosmic donuts</td>
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<tr>
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<td>Our ideas of the universe</td>
<td>Carlo Baccigalupi, Rossella Aversa, Eolo Di Casola</td>
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<tr>
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<td>Physics</td>
<td>Matryoshka universe</td>
<td>Claudia Mancuso</td>
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<tr>
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<td>Physics</td>
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<td>Art, numbers and shapes: the golden ratio.</td>
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<td>Mathematics</td>
<td>Counting using your finger to understand computers</td>
<td>Barbara Fantechi</td>
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<tr>
<td>IV-V school years</td>
<td>Mathematics</td>
<td>Fractal is served!</td>
<td>Lucia Tealdi</td>
</tr>
<tr>
<td>III-V school years</td>
<td>Mathematics</td>
<td>How do mathematician play?</td>
<td>Stefano Amato e Lucia Tealdi</td>
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<td>The chemical senses: smell and taste</td>
<td>Simone Pifferi and Gianluca Pietra</td>
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<td>IV-V school years</td>
<td>Neuroscience</td>
<td>Let’s move!</td>
<td>Dario Olivieri</td>
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<tr>
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<td>When ideas fight, the brain acts as referee</td>
<td>Olga Puccioni</td>
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<td>III-V school years</td>
<td>Neuroscience</td>
<td>How to trick the brain</td>
<td>Olga Puccioni</td>
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<td>Neuroscience</td>
<td>Brain? It’s us…</td>
<td>Olga Puccioni</td>
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<td>Discussion game: Do you want to know a secret?</td>
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Contacts

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