



(Project Number: 945301)

DELIVERABLE D5.7

Report on teacher video delivery including feedback

Lead Beneficiary: CHALMERS

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EXECUTIVE SUMMARY

The aim of D5.7 has been the production of a video to introduce teachers to NRC and raise their awareness of the teaching tools that have been developed by the project and are available for them to use and the responsible beneficiary has been CHALMERS.

A video has been produced and then shared with teachers in two rounds: first as a concept where feedback was received and implemented and secondly as a finished product where a series of parameters were assessed.

The reviews were positive, and many very good general comments and suggestions were collected and already sent to the video developer for updating the material.

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1 INTRODUCTION

The aim of D5.7 has been the production of a video to introduce teachers to NRC and raise their awareness of the teaching tools that have been developed by the project and are available for them to use and the responsible beneficiary has been CHALMERS.

The main goal has been to provide teachers with an introduction to the role of NRC in society and the range of careers available as well as making the teachers aware of the teaching resources developed during the project and how they can be incorporated into their lessons.

Feedback on the video has been collected from a test group of teachers to verify the impact of the video with two occasions: The first draft scenario and, the movie itself.

2 VIDEO CONCEPT AND EXECUTION

A draft of a potential scenario as well as the text has been developed as the first phase, where several issues were highlighted or identified.

The first draft of the scenario for a short video aimed at raising the awareness of teachers to NRC and the tools available has been produced and sent to Swedish chemistry teachers in 3 different schools (level year 7-11) in the Gothenburg area.

The feedback was mixed, and more work is needed after their suggestion. However, another update was sent by 2 of the teachers in the last 2 weeks where a request was made to change the initial scenarios to focus more on the energy production as outcome for some possible applications. (The focus on the energy production was not especially emphasized in the first scenario.)

The first frames were conceived as a PowerPoint presentation with images freely chosen from internet, without considering proprietary rights, since this was not a version which would have been public.



Image 1. The first draft of the video concept (images taken from Internet, not used due to proprietary rights unknown)

An expert in animation and a voice-over artist were involved in the development of the material and several issues were raised, for example: the format of the video vs. cost (animation or actors playing

a plot?), images needed permission and, in some cases, the GDPR had to be considered. The language was established to be English, the most accessible for teachers in different countries.

The decision has been made and the video became an animation with the graphic, video, animation, music, background effects and other graphical tools purchased by a fee and the proprietary rights thus transferred to the project.

Several iterations of the concept and the draft were necessary, between the graphical designer and the voice-over artist, as well as with the A-CINCH project, until a format and concept has been agreed and accepted.



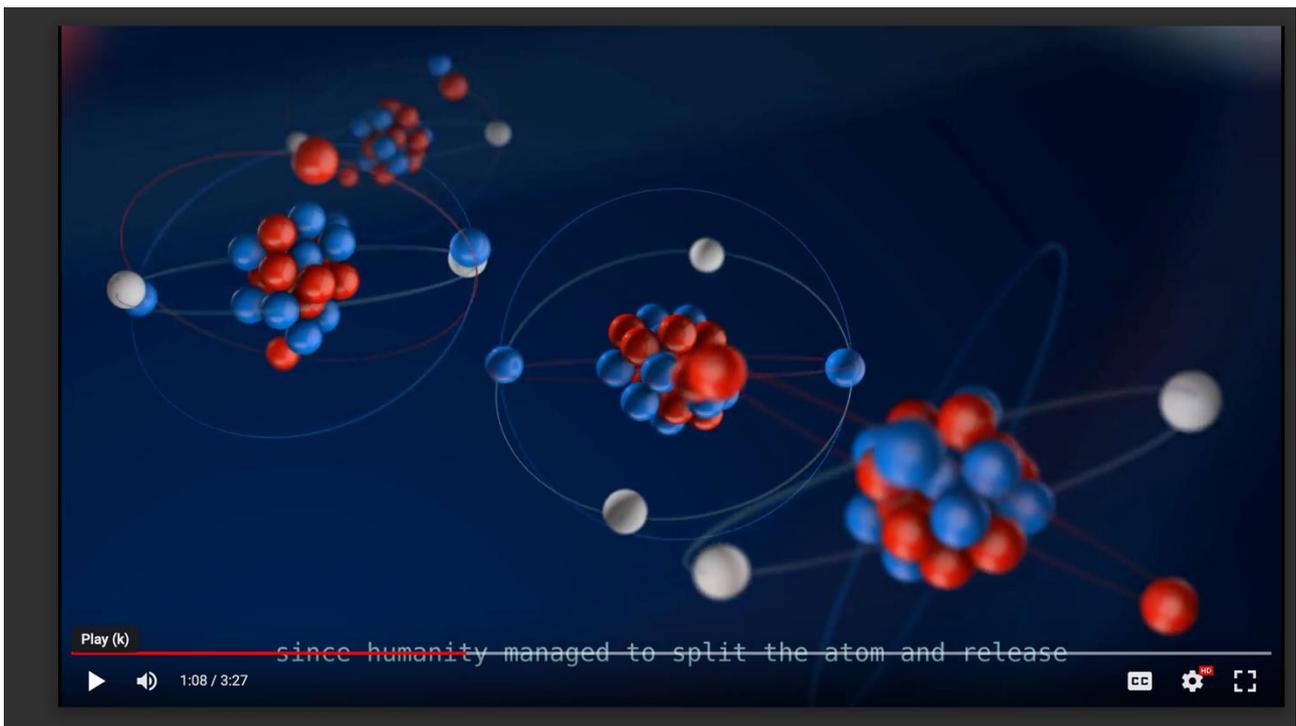
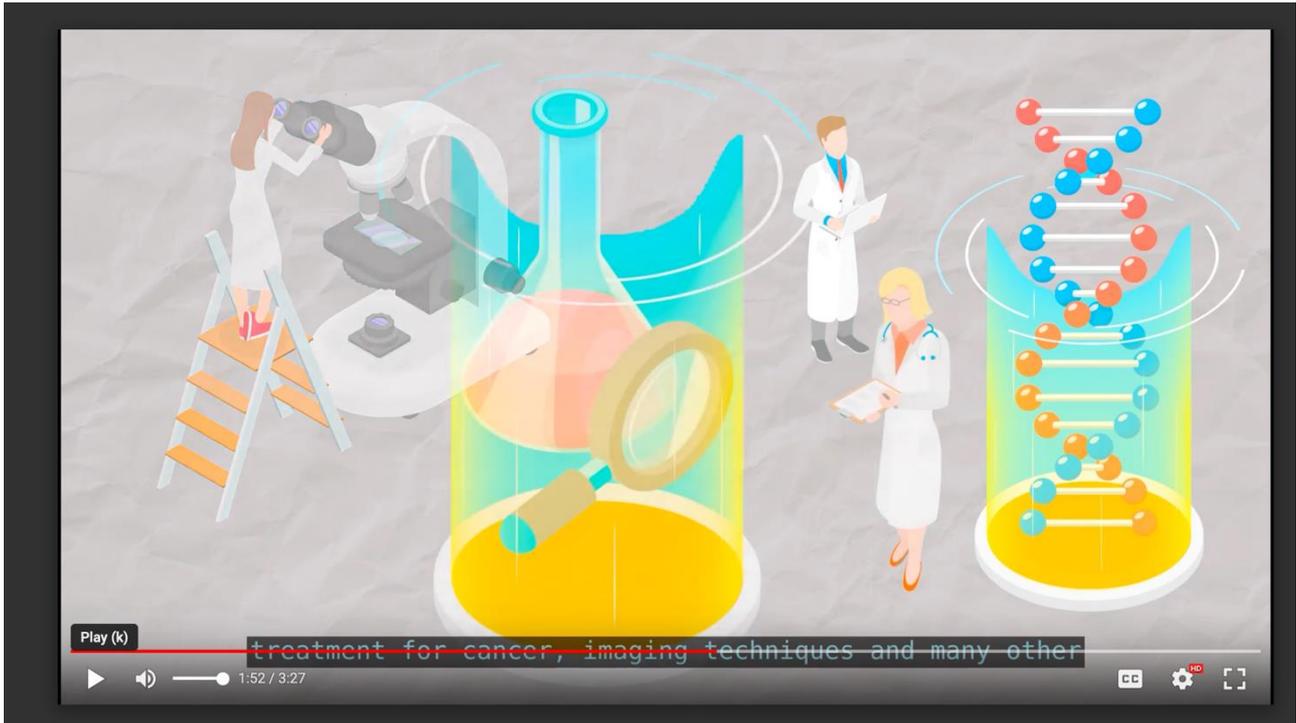




Image 2. Frame snapshots of the animation, with the most highlighted images discussed in the feedback.

The video has intentionally been made short, high-alert musical background and at points, dramatic images, in order to catch, keep and sustain attention to the main topic and the final message.

The voice-over was accompanied by English text captions for easing the message to target group.

The video can be found here: <https://hub.cinch-project.eu/index.php?w=./hub/videos/start> .

3 FEEDBACK OF THE TEACHERS

The video has been sent back to the 7 teachers with the request to watch, comment and focus on:

- quality of the video,
- if there is enough information,
- if it's sparking interest and
- eventual general comments.

Another teacher outside Sweden has sent feedback as well.

The comments can be summarized as follows:

Quality of the video:

In general, the quality of the video is seen as good, with an observation on the musical background as being too loud/disturbing (one comment).

If there is enough information:

Everyone agreed that there is enough information, and they understood the purpose of the video.

If is waking interest:

Everyone agreed that the video is certainly sparking interest and they would go directly and check the CINCH Hub for the existing teaching material.

General comments:

One suggestion was to add a QR code on the end of the video so it is easy to directly connect the video to the Hub page.

Another suggestion was to eventually use a more realistic atomic model, since for science teachers, the artistic model is way too vague and inaccurate.

Some would rather like to see as example ^{12}C and ^{14}C instead of potassium (K), since these are indeed classical examples known by everyone.

A suggestion was made that maybe one course can be mentioned, as example on the material existing on the hub, or eventually on how the material can be used, e.g., for improving the teacher's knowledge or to use it directly in class.

Another comment was that in the beginning, one would expect the CINCH name and logo.

Maybe adding a date to the affirmation that a new field of chemistry was born in the first decades of the 20th century.

Some teachers were so inspired that have shown and shared the video with their students and the video has been appreciated.

4 CONCLUSIONS

One can conclude that the video, despite the flaws of being too artistic at points, have reached the point to rise interest in both nuclear chemistry and the available tools developed by CINCH series of projects.

The feedback and suggestions were communicated to the producer and a plan on updating the video is in place and will be executed until 2024. This is already part of the sustainability of the CINCH projects information, to be updated and maintained beyond the life of the project.