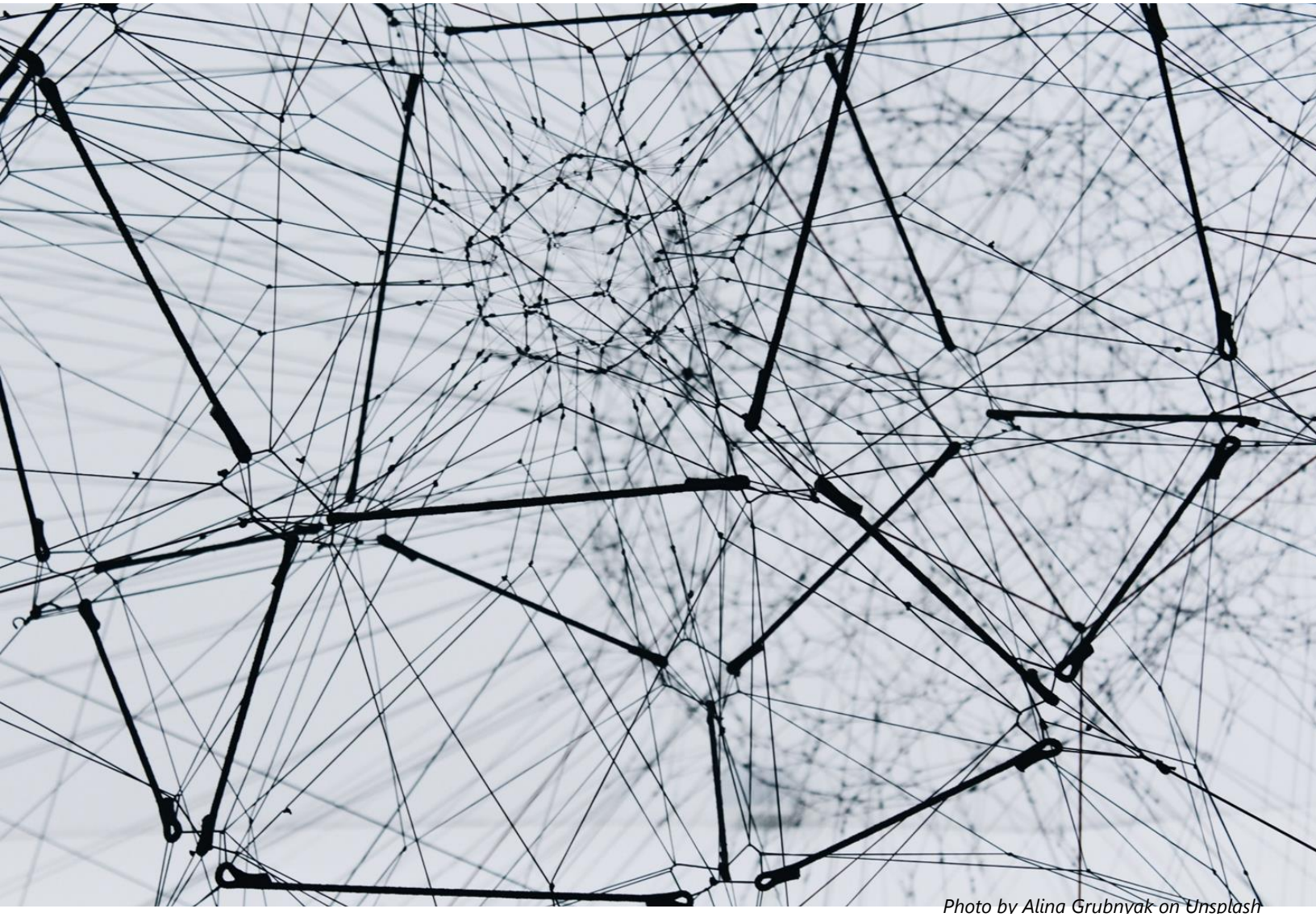

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TRESCA

Trustworthy, Reliable and Engaging Scientific Communication Approaches

D2.1 Citizens SciCom workshop plan and scripting, instructions and recruitment strategy

This project has received funding from the European Union's Horizon 2020 Research and Innovation Programme under Grant Agreement No 872855.

PROJECT DESCRIPTION

Acronym:	**TRESCA**
Title:	Trustworthy, Reliable and Engaging Scientific Communication Approaches
Coordinator:	Erasmus University Rotterdam
Reference:	872855
Type:	Research and Innovation Action (HORIZON 2020)
Program:	Science with and for Society (SwafS)
Theme:	(Science) Communication
Start:	01.01.2020
Duration:	28 months
Website:	https://trescaproject.eu
E-Mail:	tresca@eur.nl

Consortium: **Erasmus University Rotterdam,** The Netherlands (EUR), Coordinator

Consejo Superior de Investigaciones Científicas, Spain (CSIC)

Observa Science in Society, Italy (OBS)

Centre for Social Innovation, Austria (ZSI GmbH)

Science Business Publishing Limited, United Kingdom (SBIZ)

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DELIVERABLE DESCRIPTION

Number: **D2.1**

Title: **Citizens SciCom workshop plan and scripting, instructions and recruitment strategy**

Lead beneficiary: **OBS**

Work package:WP2

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EXECUTIVE SUMMARY

The TRESCA project focuses on developing trust in science and innovation through the innovation of communication practices between scientific researchers, journalists and policy makers.

The project's goals are to systematically understand what drives public trust in science communication through large scale, experimental survey research and qualitative, deliberative research. TRESCA is designed to build long-term impact and produce positive change through the engagement and training of stakeholders, including scientists, journalists, policy makers and the public, in order to increase the production, exchange and consumption of more trustworthy, reliable, and accurate scientific communications.

TRESCA foregrounds the communication of findings from Social Science and Humanities (SSH) research related to Science, Technology, Engineering and Mathematics (STEM) developments around digitalisation. As digital devices and services are ubiquitous and permeate people's everyday life, TRESCA relies on visual communications to empower people with that knowledge which is relevant to thrive in the digital ecosystem.

The project focuses on three areas of concern around digitalisation: misinformation and digital safety; environmental health; automation and the future of skills and work. TRESCA develops a set of tools for improving science communication including a tested and assessed animated science communication video; the prototype of a misinformation widget working on encrypted communication channels to help distinguish trustworthy contents and sources; and a Massive Open Online Course (MOOC) for scientists, journalists and policy makers to learn how to best facilitate reliable and trustworthy science communication.

LIST OF TABLES

1 INTRODUCTION

Citizens SciCom workshop plan and scripting, instructions and recruitment strategy, as the name says, provides a detailed description on how to plan and script the citizens workshop and on how to recruit participants.

This deliverable is part of a task which outlines the strategy used to identify and recruit workshop participants, shares procedures for effective involvement of workshop participants in all three countries and includes a selection of the videos which will be used in the workshops.

First, the TRESCA Workshop Methodology will be defined, with explanation on how particular workshop aspects should be. Here, group composition, activities timing, moderator role, venue, records and transcriptions will be described.

Following, the dynamics overviews and the main objectives will be illustrated and then the workshop will be analysed step by step.

Then, some operational suggestions on how to recruit and handle the volunteers and moderators will be provided, along with how to select the venue and how to collect, store and manage data and consent forms.

Finally, some conclusions will be drawn.

Due to the COVID-19 health emergency, in order to respect social distancing and avoid gatherings, the TRESCA Workshops could also be carried out entirely online. For this reason, all specific procedures and recommendations can be found in the Annex.

2 TRESCA WORKSHOP METHODOLOGY

2.1 Brief introduction to the methodology

Deliberative research methods will be applied to design co-creation citizen meetings, which will be organised in Italy, Austria and The Netherlands.

About thirty citizens will be invited to participate in each event. People will be divided into groups and seated at round tables. In each room a moderator will be present to ensure everybody can remain proactive throughout the session. Table discussions will be recorded and analysed for research purposes and participants will also have the chance to write their thoughts directly on some post-its or postcards.

Because of the importance of setting up a robust and validated discussion format, a clear definition of the Communication Workshop agenda will be carried out jointly by OBSERVA and CSIC.

In the introductory session a presenter will describe the aims of the TRESCA project and the Workshop. The format will unfold through the watching of the two videos without sound, and a discussion round where participants will be given the chance to share their first impressions. After a break, participants will watch both videos with sound and will be given another chance to discuss the content of the videos and reach an agreement as a group about a question asked by the head facilitator. A mock misinformation widget will be available at the table offering information on the level of reliability of each video.

The two videos on scientific controversial issues will be very different in terms of contents and reliability to analyse scientific accuracy while at the same trying to grasp different degrees of communicative effectiveness observing images and non-verbal interactions. This part will serve as an opportunity not only to analyse the different perceptions on the scientific reliability of the relationships observed between the actors involved in the videos, but also to bring to the fore the latent set of values, dominant concerns and frames, and priorities populating people's imaginaries and discourses.

In the second part of the event, the participants, organised in table groups, will also be asked to develop some policy and communication suggestions based on the information gathered through the videos discussions. The aim is to get a fine-grained understanding of how citizens choose the knowledge inputs they consider reliable and legitimate and how they use them in their decision-making process. The interaction dynamics during the Communication Workshops will be recorded and transcribed. The results will allow both to gain a deeper understanding of attitudes about the topics and will help to improve the project development in the WP5. Data coming from the

Communication Workshops will serve to elaborate proposals, concerns and insights coming from the participants, establishing an important debate on science communication efficacy. The evaluation of results and outcomes will provide a complex articulation of the issues connected to the accuracy of visual and written scientific contents.

The qualitative research design here presented is meant to facilitate comparison and robustness checks across several dimensions. Running experiments and citizen meetings in three countries, featuring variations in the level of generalised social trust, will help us increase the generalizability of our results. In contrast, gathering more data from countries with very low levels of social trust will help us identify best communication methods for increasing public engagement within scientific contexts. Finally, exploring people's reactions to different scientific themes related to digitalisation will help us single out elements of ignorance or public concern to be addressed in future scientific communications. TRESCA contributes to build the knowledge base for SWAFS by double checking each finding in multiple contexts and adopting an inclusive and epistemically-open methodological approach.

Special attention needs to be paid to the issue of gender in analysing both the quantitative and qualitative data. Science communication and trust are potentially closely tied to gender. Gender might influence how science is perceived and responded to. Not only the gender of members of the public but also the gender of scientists can play a role in establishing trust relationships. Questions arise about whether this is subject dependent and if a normative understanding of gender roles influences trust towards female scientists. In order to allow for considerations like these and to provide answers to related questions, gender is taken into account as a key factor throughout the TRESCA project's phases of qualitative and quantitative data gathering, the co-creation Workshops and the development of artefacts and a MOOC.

2.2 Composition, size and number of groups

Participants will be divided into about four groups of six-eight people.

Each group of participants must be relatively heterogeneous and will share different points of view on the issues at stake. The citizens who form a group should be unknown to each other.

2.3 Activities timing

Each session will last approximately 60 minutes including viewing the video, the individual moment with the postcards and the group discussion.

The duration must be known in advance by the participants.

2.4 Moderator role

The moderator is responsible for facilitating the work for the group encouraging all the members to participate. A good moderator should:

- take notes regarding the speech order;
- transcribe the registrations if needed;
- check that everyone has wrote their thoughts on the chat/Mural/other supports;
- keep, at all times, a participatory leadership that allows a correct development of group discussion;
- intervene in situations that hinder group work;
- observe and listen, speaking only when necessary;
- help creating the posters, if necessary;
- write a bullet point synthesis on the white board for a final validation;
- encourage to choose a group rapporteur and, if no one wants to, illustrate the group's result at the final plenary discussion;
- gather the participants' postcards at the end of the second session.

2.5 Venue

The venue for the meeting should be comfortable, quiet, accessible, and encouraging for group interactions. It's important to create a comfortable environment to let the participants express themselves. It also means that each group should be, to some extent, isolated from the other groups to carry out their own discussion, and registration, in a noise-free environment.

If possible, use more rooms, otherwise a large space. It is important to consider the possibility of participants with disabilities, therefore make sure that the venue is accessible to everyone.

2.6 Records and transcription

The group discussions **should be audio recorded**. The moderators could take notes on the participants' speech order, as these would help the data analysis.

Take into account that there will be at least seven (six participants plus the moderator) different voices speaking for several hours, considering this, the moderator has the role to make sure that overlapping does not happen, and everyone has a say without taking time away from others.

Two transcription strategies can be applied. One option is to transcribe the discussion rounds and the recommendation session entirely in order to gather the data as accurately as possible. The other is to transcribe 50% of them and double check if the results are consistent by listening to

the recording of the other rooms with the purpose of transcribing enough coherent data to reach information saturation.

3 STARTING THE WORKSHOP

3.1 Dynamics overview

The meeting will last half a day, from 9:15 am to 13:30 pm, and will be organized in 2 separate discussion sections.

During the first session, a first set of videos will be played without audio track and subtitles. After the video, participants will be divided into groups and seated at round tables.

Participants will have the chance to directly write their thoughts on their postcard. Following this activity, the participants will have to work as a group, discussing the videos. At each table a moderator will facilitate the discussion. The first session will focus on how participants think about science communication and the selected topics. After the first session, participants will be invited to a coffee break provided by the TRESCA partners.

Following this break, the videos from the first session will be reproduced with the audio and subtitles in the participants' language. Participants will have to write down their impressions using postcards and then have a group discussion. The goal of this session is to understand how they make decisions on science communication. The moderator will help the emergence of proposals on how citizens imagine and envision a better communication. In this way, participants and moderators can create a poster with the discussion results that will be explained by a representative of the group, in the final phase of the workshop.

3.2 Main objectives

The objectives for this work package are as follows:

- to assess citizens' attitudes and perceptions on scientific news quality and their ability to distinguish accurate from false communication with a particular emphasis on visual data;
- to map out the set of latent imaginaries, emotional charges and value-based judgements that underpins people's framing of events, phenomena, and relevant news;
- to involve citizens in responsible discussion and innovation efforts that give priority to societal understanding and desirability of issues and methods related to public communication of science, in order to contribute to learning and engagement in the view of a participative process;

- to contribute to processes and practices of better communication and co-creation of knowledge and learning, defining specific indicators of quality and reliability providing recommendations for future research and communication fields related to how scientific results are perceived by citizens;
- to contribute to the European inclusiveness and enhance societal uptake of innovative solutions for improved science communication.

Considering the quality and reliability of public communication of science, direct engagement of citizens and the wide range of stakeholders in defining research and innovative solutions will be addressed, assessed, and implemented to stimulate creative and effective inputs for the research and the application of proper solutions. The activity will involve citizens and stakeholders in three countries: Italy, Austria, and The Netherlands. It will make best use of the potential of a networking and mutual learning approach, reinforcing capacity building for a long-term perspective of citizens' engagement processes. The results will be developed into further dissemination, information, and involvement activities.

The activities in this work package build on the meta-analysis in WP1 on how scientific findings and methods are perceived by citizens and on the selection of the specific themes to be discussed with citizens. The results of this WP will feed into WP4/WP5, helping to develop ways and measures to assess science communication) and WP6, in terms of the exploitation of the results (WP6). The key events of this WP will be three Communication Workshops in three countries, where different sessions will be devoted to analysis, discussion and validation of a specific set of indicators on science communication quality. The WP activity is broken down into three tasks.

4 WORKSHOP STEP BY STEP

4.1 Agenda of the whole workshop

Below the workshop agenda, subject to change according to the needs of the partners.

Table 1: Workshop Agenda

TRESCA WORKSHOP AGENDA	
9:15 – 9:40	Registration and welcome
9:40 – 10:00	Introduction, presentation and group division
10:00 – 11:15	Video without sound, postcards and group discussion
11:15 – 11:35	Coffee break (provided by TRESCA partners)[1]
11:35 – 12:50	Video with sound, postcards and group discussion
12:50 – 13:30	Plenary discussion session and closing

4.2 Registration process

During the registration each participant will sign the attendance list and will receive his/her folder that will include:

- a dossier with the summary information about the workshop and the entity that organizes it;
- the agenda of the day;
- personalized postcard (with anonymized ID);
- the incentive chosen (tickets to events, exhibitions, vouchers…);
- certificate of attendance;
- personal badge.

The organizing partners will have determined the discussion groups in advance considering the recruitment criteria for each table and these will be assigned as soon as everyone joins the session. Each organizer can decide the method they deem most appropriate to divide the participants in groups.

During the registration process all **informed consents will need to be signed either in person or through a form completed and sent before the meeting**. The informed consent form must be adapted and translated into the vehicular language of the workshop for each necessity.

Participants can revoke their initial consent to be videotaped during the final plenary. Clarify that people not giving their consent will be clearly identified by a red sticker that they will find at the table. They are expected to attach the sticker to their badge in order to signal that they do not want to be videotaped. Videotapes are meant for dissemination purposes, if any participants that present the final plenary have the red stickers attached to their badge, please do not include their face in the frame.

4.3 Workshop introduction

A brief project presentation will be proposed to give some basic and practical information on the project aims, agenda, and privacy policies, with guarantees on confidentiality. Other information on services, emergency and timing will also be offered.

4.4 Workshop

The workshop will be carried out as follows:

- during the first session, a first set of **videos** will be played **without audio track** and subtitles;
- participants will be **divided into groups** of six-eight people and be seated at round tables;
- participants will have the chance to write directly their thoughts and IDs on **postcards**;
- following this activity, the participants will have to work as a **group**, discussing the videos. At each table a moderator will help to ensure everybody can speak in turns. The first session will be based on understanding how participants think about science communication and certain topics;
- after the first session, a **coffee break** will be provided by TRESCA partners in all offline workshops;

- following the coffee break, the same **videos** will be reproduced **with the audio and subtitles** in the participants' language or with subtitles;
- participants will have to write their impressions using **postcards**;
- shortly after they will have a **group** discussion. The goal of this session is to understand how they use the information provided by the video to make decisions on science communication;
- the moderator will lead the discussion helping the emergence of **proposals** on how citizens would improve science communication. On this basis, participants and moderators will create a final **poster**;
- the moderator will have to designate a volunteer to share with the floor and the **discussion results** during the final plenary.

Moderators can follow the script (here) to be guided and to guide on the topics to be addressed.

The videos and subtitles have been provided and you can find them in this folder. Subtitles must be translated from English to each country native's language. These are already synchronized with the video and can be imported at the moment (soft subs) or merged with the video (hard subs) with any video editing software. For this purpose, Avidemux is easy to use and can merge the subtitle file to the video just by selecting the files.

During the two discussion rounds, moderators can use the probes and the questions provided in the presentation. Below, an illustrative table of the questions provided, with the aim of making the data collected comparable.

Table 2: Questions and probes

Round of discussions' probes and questions		
Discussion	**Questions**	**Probes**
First Group discussion	A1. what do you think was the content of each of them?	
	A2. how would you describe the emotions that each of them made you feel?	
	A3. What are the images in each video that triggered your curiosity or that you remember better?	
	A4. Do you think the videos are about science communication or not? Who do you think the people in the videos are? Please explain why come to your conclusions.	
Second Group discussion	B1. Now that you know what the videos were about, how do you feel? How has the sound changed your perceptions and interpretation of the content?	
	B2. Considering the content of the second video, do you think it is appropriately conveyed? Do you think the way the information was presented was effective? Would you trust what is said by the people talking? Is COVID19 a topic on which has been said everything or you think that much still needs to be said?	Would you have presented this very topic in a different way? With a different type of video? As to the participant of the second video and their information, do you believe this is a good way to inform people about Covid-19?
	B3. Considering the first video, do you find appropriate the way in which the argument is	Is it entertaining? Does it raise questions or doubts?

	presented and the images used? Who do you think the narrator is? Do you think the narrator was trustworthy? What do you know about the topic discussed in the video?	Do you find the information reliable? Did you miss something? Would you have presented the topic differently?

4.5 Closing

Is important to finish in a pleasant way and ensure that all the postcards and posters are collected. Moderators will also need to stop recordings and secure recorders together with the other output proofs.

4.6 Report/Deliverable/Output

The expected outputs of these events are the **registrations**, the **postcards** (as results of the individual moment) or other online results and the **posters** (group work) in electronic format if needed. These outputs will directly address the research questions.

Everything will be collected by each moderator and delivered to the organizer staff. The registrations will be downloaded in a safe place as soon as possible, if possible, in a laptop on the spot.

After each workshop, each partner will develop a maximum 10 pages report, which will include a summary of the whole organization process, the recruitment of citizens, a quantitative description of the participants attending (number, age, gender...) a qualitative evaluation (length of the recordings…) of the output proofs and a short report of results of the activities.

The template of the report is available here.

5 OPERATIONAL SUGGESTIONS

Table 3: Workshop Action plan

TRESCA WORKSHOP TIMELINE	
Activity	**Date**
Invitation and registration	End of August 2020
Online training event for moderators	End of September 2020
Pilot Workshop	First two weeks of October 2020
Face to face or Online Workshop	November 2020
Evaluation of Workshop Output	December 2020
Final Report of findings and dissemination of results	January 2020

5.1 Recruitment of participants

Participants are a central part of TRESCA's research and tool development. Participation in TRESCA activities will be 100% voluntary. Participants will be healthy, adult volunteers who are in the position to understand and consent to our proposed research. In the case of minors, parental consent will be pursued.

Workshop will be held in 3 different countries (Austria, Italy and Netherland) with an estimated sample size of about 96 citizens. Being a qualitative research, the sample will not be representative of the society of each country, but it must be sufficiently plural and inclusive to be similar to the reality of each case study.

During this process TRESCA partners should take into account these variables:

- gender;
- level of individual finalized studies;
- geographic area of residence;

- rural or Urban background[2];
- cultural minorities representation (Kvens, Jews, Taters, Romani…)[3].

The recruitment process can be carried out using different channels and media. To reach out to potential participants, an invitation will be made available at the end of August 2020. To build a trans-nationally and regionally effective dissemination campaign the events will be mainly promoted by TRESCA via the website and Twitter, plus the main channels of Science Business, and corporate media of contributing partners in selected countries. Newsletter, website and social network will be utilised for recruitment purpose, possibly to use the online registration form. Participants will be selected using the above variables.

As mentioned, the participants of each consultation should be divided in groups. These subgroups must be created in advance during the selection process, reflecting the homogenization variables (level of studies, social class…) and with the intent to favour interaction, always maintaining diversity within tables (age, gender, cultural background…).

Every partner will also consider national regulation on the minority's definition. For instance, in Italy, the Romani population, which is classified as RSC (Rom, Sinti and Caminanti, Istat 2017) is around 0,23 of the population - one of the lowest percentages recorded in Europe. In view of this very low percentage, it is not possible to consider a quota for our sample. Minorities could be considered in ethnic terms with the involvement of some foreigners who can be identified under Nationality.

In case of unforeseen events or other reasons (illness and family difficulties), volunteers may not be able to participate without a reasonable notice. In order to achieve a sufficiently large number of participants, it is important to prepare a reserve list of participants to activate as immediate replacement. The reserve plan should also consider the variables mentioned above.

[2] Following the EU regulation, we consider urban areas a minimum population of 5.000 inhabitants

[3] The Council of Europe Recommendation 1201 (1993) define a "national minority" as «a group of persons in a state who reside on the territory of that state, who maintain long standing, firm and lasting ties with that state, display distinctive ethnic, cultural, religious or linguistic characteristics, is sufficiently representative, although smaller in number than the rest of the population of that state or of a region of that state and is motivated by a concern to preserve together that which constitutes its common identity, including its culture, tradition, religion or language». This is a general definition which must be related to the legislation of individual countries where the workshops will take place.

With this purpose in mind, a theoretical sample based on the national population should be defined.

Following, a table with the theoretical sample for Italy. In order to be inclusive and similar to the reality of the nation, we have taken into account the data from ISTAT[4], the National Institute of Statistics.

Table 4: Theoretical sample including the reserve list by gender, age, educational level, rural/urban background, nationality, disability and minority, in numbers and percentage (the example in the table considers the Italian population composition).

Theoretical sample for recruitment n: 50; (%)		**Effective sample for WS n: 32; (%)**
Gender	**n; (%)**	**n; (%)**
Female	26; 52	17; 52
Male	24; 48	15; 48
Age ranges	**n; (%)**	**n; (%)**
18-34	10; 19	6; 19
35-54	18; 36	12; 36
55 or >	22; 45	14; 45
Educational level	**n; (%)**	**n; (%)**
Primary education + Lower secondary	27; 55	18; 55
Upper Secondary school	16; 32	10; 32

[4] http://dati.istat.it/Index.aspx?QueryId=18462

University degree	7; 13	4; 13
Rural/Urban background	**n; (%)**	**n; (%)**
Rural	10; 20	6; 20
Urban	40; 80	26; 80
Nationality	**n; (%)**	**n; (%)**
Non-local	4; 8	3; 8
Local	46; 92	29; 92
Disability	**n; (%)**	**n; (%)**
Disability	3; 7	2; 7
No-disability	47; 93	30; 93
Minority**	**n; (%)**	**n; (%)**
Romani	--*; 0	--*; 0
Non-Romani	50; 100	32; 100

*In Italy, the Romani population, which is classified as RSC (Rom, Sinti and Caminanti, Istat 2017) is around 0,23 of the population - one of the lowest percentages recorded in Europe. In view of this very low percentage, it is not possible to consider a quota for our theoretical sample.

** Minorities are considered in ethnic terms with the involvement of some foreigners who can be identified under Nationality.

5.2 Accommodation, transport and subsistence

Accommodation, transport, and subsistence are provided by the organization in the event of people coming from far away and needing to get to the workshop's city the evening prior to the event.

5.3 Registration of participants

The registration of participants for the public consultation will be done both online and offline. A short description of the project and the workshop's objectives will be included in the form.

The following data will be requested:

- name as open question;
- surname as open question;
- gender as multi-choice question with Male/Female options;
- age as open numeric question;
- city or postal address as open question;
- nationality as open question;
- telephone number as numeric question;
- e-mail as open question;
- level of completed studies as multi-choice question with a list of the different levels of studies;
- occupation as open question;
- disability and if assistance is needed Yes/No + open question;
- food restrictions as multi-choice and eventually an open question (none, vegan, vegetarian, special requests - if yes, write what kind);
- travel (if needed) as multi-choice and eventually an open question (car, train, bus, tram);
- hotel (if needed) as Yes/No question;
- do you agree to be video recorded? Yes/No question;
- other information as open question.

The registration questionnaire should also include the Privacy Policy Information, the project logo, the European Commission logo and a phrase indicating the grant number. For example, "This project has received funding from the European Union's Horizon 2020 research and innovation program under grant agreement no. 872855."

All registration modules will be in the national language of the workshop.

5.4 Incentives for the participants

In order to encourage participation, organizers could provide some incentives, such as:

- voucher for books;
- museum tickets;
- vouchers;
- offer the possibility of buying the return ticket one or several days later so that the participant can tour the city.

5.5 Recruitment of moderators

Given the group divisions, **between 4 and 6 moderators** will be needed in each workshop. We suggest recruiting moderators with previous work experience in focus group discussions such as: sociologists, journalists, communicators, etc.

It is advisable that the organizers have a **prior briefing** with all the moderators to clearly explain the dynamics and their role in the workshop.

5.6 Venue selection

For venue selection the organizer team must ensure that it meets the following requirements:

- proximity to means of public transportation. Otherwise, a transport service may be organized;
- accessibility for people with disabilities;
- 1-2 single space/rooms where all groups will work or a big open space;
- if possible, Wi-Fi access, otherwise the videos must be downloaded and stored in a USB pen or a hard disk.

5.7 Technical organizational and equipment

On the day of the workshop, the staff will need time to arrange rooms. This should be done before the participants can come in. Tables should have enough space for participants to work

comfortably and with sufficient distance from each other to promote an environment free of distractions and noise. Each table will have enough pens, postcards, and posters for everyone, and it will also be supplied with water and glasses.

Each table should be numbered in some way according to the organizational preferences of the partners, in order to make grouping easy for the participants.

When people enter the room, the moderator should be at the table ready to welcome them. It is important to establish a friendly and open environment.

5.8 How to collect, store and manage data gathered during the workshop

Each workshop will be recorded in audio. It is important to have one recorder for each group, so a total of 4-6 audio recorders for workshop, plus a couple for backup, in case of technical issues. Ideally, the tape recorders should have background noise cancellation since we will be having several discussions in parallel, otherwise the groups should be arranged in different rooms. Organizers must ensure that all recorders have sufficient battery and storage space. After the event the registrations will be downloaded to the computer and stored following all ethical requirements.

All partners conform to **robust data management principles and practices in handling data within the project**. All data collection in TRESCA will be conducted according to the ethics standards and guidelines of Horizon 2020, according to local regulations, and in agreement with the Declaration of Helsinki. Personal data will be collected according to GDPR regulation and retained by each research partner and not shared with any other entity outside of the consortium, as described in Section 5. Data governance procedures will be put in place to ensure compliance with regulatory requirements and the protection of sensitive data through access management, assessing risks, and defining measures to manage and mitigate them.

TRESCA adheres to the democratic and civil rights and values regulated in the European treaties. Information sheets and consent forms will be administered to all volunteers participating in our study prior to the commencement of any data collection. Participants will be informed that they can withdraw from the study at any time, without giving an explanation. After collection, data will be processed in de-identified form. Special categories of data will be processed for research purposes after the records have been anonymised. Participants will be given the opportunity:

- to ask questions and receive understandable answers before enrolling into the study;
- to receive information about efforts required and burden involved in participation;

- to know what the benefits are for them to participate;
- to know who to contact to get specific information about how their data will be collected, protected during the project and either destroyed or reused at the end of the research;
- to withdraw from the study at any time.

This research does involve personal data collection and processing, some of which may also be sensitive (i.e.: current personal situation; security in country of origin, political situation, socio-economic situation; gender, disability, religious or political affiliation, sexuality, ethnicity, or class).

Given the potential for some data to be sensitive, protecting and respecting the confidentiality of our participants will be a critical consideration within the project. This will be a focus of the ethics impact assessment. Only relevant (personal) data will be collected and no more than what is needed for the research study. In general, quotes will be de-identified from qualitative research. However, given new advanced means for deanonymization, data included in the study (i.e.: quotes, materials, survey responses, etc.) can potentially be traced back to identifiable persons. If identifiability occurs, the data associated with them will be excluded from the study. However, this risk is seen as very limited. Furthermore, the research team will adopt methods and procedural measures in relation to matters such as data recording style, personal identifiers, transcription and processing procedures, lifespan of unprocessed data, type and places of storage, and put all measures in place for data safety. Specifically, all data will be kept separately from identifying information. This will be part of the role of the data security manager.

In accordance with GDPR art. 7.3 participants can withdraw their data whenever they wish, but the withdrawal of consent shall not affect the lawfulness of processing based on consent before its withdrawal. If possible, participants are offered the opportunity to correct factual errors and withdraw certain quotes (of their own – not of others in case of focus groups); Given the number of persons that will be involved in this research, this opportunity will be given to participants, but will be limited in some form dependent on location.

During the project, data with personally identifiable information will be stored securely in European based servers in a certified secure environment.

All research data collected during the project will be shared within the consortium after going through a de-identification process. Because of the small sample size, qualitative data gathered during the science communication workshops will not be made public. Files containing de-anonymised transcriptions of what said in Austria, Italy and The Netherlands during the science communication workshops will be collated in D2.2 and made available as internal deliverable. The experimental data collected in seven EU countries by CSIC with the support of a subcontractor will be fully anonymised before being shared on an open-access repository. Differential privacy methods will be applied to ensure data are not re-identifiable with current technology.

Obfuscation techniques will be used to offer additional data protection guarantees with limited reduction in the usability of the data.

6 CONCLUSION

How can people know who to trust online? Can science communication support journalists helping people distinguish trustworthy from untrustworthy contents and voices? What role can different science communication formats play in signalling content accuracy? How do contextual and individual factors influence people's ability to distinguish untrustworthy contents from trustworthy ones?

Data coming from the Communication Workshops will serve to elaborate proposals, concerns and insights coming from the participants, establishing an important debate experiment on science communication efficacy and social trust. The evaluation of results and outcomes will provide a complex articulation of the issues connected to the accuracy of visual and written scientific contents.

The workshop is meant to facilitate comparison and robustness checks across several dimensions. Exploring people's reactions to different scientific themes related to digitalisation will help us single out elements of ignorance or public concern to be addressed in future scientific communications. The results will be developed into further dissemination, information and involvement activities.

The activities in this work package build on the meta-analysis in WP1 on how scientific findings and methods are perceived by citizens and on the selection of the specific themes to be discussed with citizens. The results of this WP will feed into WP4/WP5, helping to develop ways and measures to assess science communication) and WP6, in terms of the exploitation of the results. The key events of this WP will be three Communication Workshops in three countries, where different sessions will be devoted to analysis, discussion and validation of a specific set of indicators on science communication quality.

TRESCA contributes to build the knowledge base for SWAFS by double checking each finding in multiple contexts and adopting an inclusive and epistemically open methodological approach, while promoting European inclusiveness and enhancing the societal uptake of innovative solutions for improved science communication.

7 ANNEX: ONLINE WORKSHOP DESIGN

Having regard to the health emergency COVID-19, in order to respect social distancing and avoid gatherings following national health directives, the TRESCA Workshop could be carried entirely online, via Zoom (or another web platform).

Keeping in mind that the general approach of the meeting will not be very different, in the case of an online workshop, the following suggestions will apply.

Regarding **the role of the moderators**, they will have to be prepared to manage the collaboration and discussion tools available on the Zoom platform (or similar) through a training of at least two hours in total, antecedent to the event day. In addition to the recommendations provided earlier, moderators should also:

- remember to start the recording at the beginning of the workshop;
- stop the recording at the end and send all the outputs at the organization email address.

The **timing** of the online workshop will be shorter, running between 9.30 and 13.00, in order not to excessively tire participants and still achieve the expected results. Below a draft of the online workshop agenda subject to change according to the needs of the partners.

Table 5: Online workshop agenda

TRESCA ONLINE WORKSHOP AGENDA	
9:30 – 10:00	Introduction and presentation
10:00 – 11:00	Video without sound, postcards and group discussion
11:00 – 11:20	Break
11:20 – 12:20	Video with sound, postcards and group discussion
12:20 – 12:50	Plenary discussion session and recommendations
12:50 – 13:00	Questionnaire and closing

The **registration process** will also be subject to some slight changes.

Each participant will have to send the signed informed consent and registration form via email, and will receive all workshop materials, the link to the online web platform session (i.e. the link to Zoom scheduled meeting), and the agenda of the event day in the same way.

Participants will, in all cases, have the possibility to revoke their consent to be videotaped during the event. In this case, participants who do not wish to be recorded can decide to switch off their webcam during the workshop, or, otherwise, they will be censured during the editing process.

An online workshop will require some technical **breakout rooms management**.

It is advisable to assign the rooms/groups during the introduction or watching the videos so that when the time comes it will be easier to start the discussion rounds. The Zoom software will keep in memory the groups to which the participants have been assigned. Furthermore, it will allow the host to set a timer that can help better manage the timing of the breakout rooms and send messages, that will appear as pop-ups to all participants, to warn of important events or imminent return to the main room.

When the moderator is assigned to the room and enters it, it is very important that they check that the recording is still active. In the case it is not, they can start a new one.

Table 6: Rooms management

TRESCA WORKSHOP TIMELINE	
Activity	**Room**
Introduction	Main room
Videos without audio	Main room
First Group discussion	Separates rooms
Break	Main room
Videos with audio	Main room
Second Group discussion	Separates rooms
Fact-checking, recommendations and closing	Main room

It will be important to show appreciation for the availability of the participants. We recommend that you prepare the certificates of participation in advance and send it to those present, attaching

them to a **thank you email**, to be sent as soon as possible following the workshop. It will also be useful to add here the link to the evaluation questionnaire, to be completed only if not done previously. A template of the email is present in the Drive, here.

Although very few people can get together, if a small number of relatives or cohabitants from one single location wishes to participate in the workshop, the presence of **hubs** such as these ones could be allowed depending on what is permitted by the anti-COVID-19 legislation in each country, always with regards to sanitary requirements and protocols.

Such strategy has important pros:

- recruitment would be easier;
- possibility to ask for specific demographic characteristic;
- technical help for the elders;
- easier to manage;
- the hubs could help the organization to collect all the forms;
- less device connected so less connection potential issues.

Finally, some **technical suggestions**.

If you are unsure about the video recording process, you can find a guide here.

On the day of the workshop, staff will need time to check that everything works and fix any issues which may arise. This should be done before the participants join the session, also pre-setting and pre-assigning the rooms as soon as possible. Furthermore, as mentioned, rooms can be set with a countdown that the host can check whenever to communicate to moderators to speed up or slow down accordingly.

It is very important to remember, if Zoom will be used, to enable the box "share the computer audio" for the broadcasting of the workshop videos. To avoid mistakes wherever possible, versions of the videos without audio are also provided, so the above option can remain enabled through the entire workshop. It is also suggested to upload the videos online and share the relative links via chat as needed so that if someone has connection problems, they can view them independently instead of via the host stream.

Anything not explicitly mentioned remains the same as the in-presence activities, although improvement suggestions are welcome.