



SISSA Student Day 2025

February 14th

Evaluation report

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Executive summary

The ninth edition of SISSA Student Day was held on Friday, February 14th, 2025, marking a long-awaited return to an in-person format after several years. During the event, SISSA welcomed approximately 500 visitors, including high school students and their teachers, offering them a unique opportunity to explore the world of science in an open, inclusive, and dynamic setting. Through a freely chosen program of 41 activities — including seminars, workshops in SISSA laboratories, interactive exhibitions, games — students were encouraged to discover the human and collaborative side of scientific research.

Organized by SISSA Medialab as part of the *SISSA for Schools* program, SISSA Student Day 2025 was made possible thanks to the support of SISSA's technical, administrative, and scientific staff, along with the enthusiastic contribution of about 150 people from the SISSA community.

The event reached full capacity within just 10 minutes of opening registrations, drawing 24 school classes from across Italy. A carefully designed logistical system helped manage class arrivals, workshop sign-ups, and student movement throughout the building.

Over 950 session evaluation forms were collected from participating students, highlighting a strong appreciation for the interactive and engaging format, as well as the rare opportunity to experience scientific research firsthand. Teachers and volunteers also expressed high levels of satisfaction, while providing constructive feedback aimed at improving future editions — particularly in relation to logistics and session capacity.

Student Day 2025 highlighted the importance of in-person scientific engagement. It offered young people a chance to interact directly with researchers and see science as a viable, vibrant career path. Key challenges such as room overcrowding, language accessibility, and transport logistics will guide future improvements. The commitment to student autonomy, diversity, and dialogue remains the cornerstone of the event.

1. Event overview

1.1 About SISSA Student Day

SISSA Student Day is part of the **SISSA for Schools** program, SISSA's Children's University, which since 2012 has developed projects and events dedicated to students of all ages, involving hundreds of researchers from SISSA¹. The Student Day was born in 2015 to allow bigger participation to the activities for students in their final school years and close to moving their first steps into the world of higher education or professional life.

Its main objective is to make young people more aware of what it is like to pursue a career in research, in a period of their life in which they are called to make relevant decisions about their future. This day is so special because it is a unique opportunity for them to visit SISSA, and personally choose from a “menu” of over 40 different activities, to get to know the different research areas, meet the researchers, visit the laboratories and experience the meaning of scientific research.

The Student Day is different from typical university open days, which focus on promoting enrollment in specific degree programs: unlike other institutions, SISSA does not offer bachelor's courses. Instead, the event aligns with the broader mission of *SISSA for Schools*: to demonstrate that science is an essential part of society, a possible career path, and a vital human endeavor carried out by passionate and professional young women and men coming from many different countries and backgrounds.

Key elements of the Student Day are:

- **Free choice:** Unlike the regular school visits where students participate in pre-arranged activities, the Student Day allows participants to choose from a variety of options without being directed or instructed by teachers or organizers.
- **Full community engagement:** On the morning of February 14th, SISSA dedicated itself entirely to the school students, with regular lectures and activities suspended for the event.

1.2 The 2025 edition

The 2025 edition of SISSA Student Day held significant importance as it marked the first in-person edition to take place after the COVID-19 pandemic. Due to the restrictions imposed by the global health crisis, the previous two editions (2021 and 2022) were held online. While the virtual editions were successful in providing valuable content and maintaining engagement, feedback from the 2022 edition indicated that volunteers, teachers, and students expressed a strong desire to return to an in-person format. Moreover, the Student Day could not take place in 2023 and 2024 due to the closure of SISSA's *Aula Magna* (Main Hall) for extensive maintenance work. As a result, most of SISSA's researchers and staff had never attended an in-person edition of the Student Day and were unfamiliar with its traditional format (2020 and previous years).

Reconnecting in person gave students a valuable chance to explore career paths, engage with professionals, and experience the event in a more dynamic and interactive way. In-person events foster deeper networking, hands-on learning, and spontaneous interactions that are hard to replicate online.

¹ In this report, the term "students" will refer to the high school students who attended the event as guests. SISSA students will be specifically identified as PhD students, researchers, or volunteers.

The 2025 edition of the Student Day followed the successful format of pre-pandemic editions, offering a full morning of activities. Approximately 500 guests from 24 classes participated, freely selecting from a variety of seminars, interactive lectures, workshops in SISSA labs, a guided exhibition on *The history of the Universe at a glance*, discussion games, and *Science Dialogues* with SISSA scientists and young journalists. A total of 21 classes joined us from schools across Friuli Venezia Giulia, with 18 of them coming from Trieste. We were also pleased to host two school classes from Bergamo and one from Catanzaro. This diverse participation is particularly noteworthy, as it highlights the widespread interest in SISSA's outreach and orientation programs and its growing impact both within and beyond the local region.

About 150 people from the SISSA community contributed to the success of the event: PhD students, researchers, laboratory and IT technicians, students of the master course in science communication, administrative staff and SISSA Medialab staff. This means that approximately one in four members of the entire SISSA community took part in the event, demonstrating a remarkable level of collective engagement and support.

SISSA Student Day 2025 was covered by Il Piccolo, Rai 3 FVG – Tg, RaiNews, il Sole 24 Ore, ANSA, il Messaggero Veneto, la Nuova Venezia, la Tribuna di Treviso, Bresciaoggi, La Sicilia, Giornale di Brescia, il Corriere delle Alpi, il Mattino di Padova, Roboreporter, Calabria Magnifica, Gazzetta di Parma, L'Arena.it, Tiscali, Espansione TV, Gazzetta di Mantova, L'Adige.it, CatanzaroInforma, FVG Cafe, Trieste Cafe, according to the press review available here <http://www.sissa.it/press-review>.

A photo gallery of SISSA Student Day 2025 is publicly available on SISSA's Flickr channel: <https://flic.kr/s/aHBqjC2K9k>.



1.3 The program

The SISSA Student Day was structured in two main parts: the first, a welcome session held in the Aula Magna, and the second, a series of activities conducted in parallel in the main SISSA building (see [Figure 1](#) for the complete list of activities in the second part).

9:50 10:40		11:00 11:50		12:10 13:00	
Seminari/lezioni interattive		Seminari/lezioni interattive		Seminari/lezioni interattive	
Aula 5 piano terra	Andrea Mola Come fanno le barche di America's Cup ad andare più veloci del vento?	Aula 5 piano terra	Carlo Bacigalupi Altri mondi: alla scoperta degli esopianeti	Aula 5 piano terra	Gianluigi Rozza Supercomputer, IA, Dati e Gemelli Digitali per vivere meglio
Aula 128/129 1° piano	Mario Spira Come ascoltare i buchi neri	Aula 128/129 1° piano	Domenica Bucci Il tempo nel nostro cervello	Aula 128/129 1° piano	Laura Bualto - Alessandro Tavecchio Dentro il feed o fuori dal mondo - L'informazione sui social
Aula 133 1° piano	Fabrizia Ricci - Matteo Sartore Chiedilo a ChatGPT: guida all'uso dell'IA	Aula 133 1° piano	Fabrizia Ricci - Matteo Sartore Chiedilo a ChatGPT: guida all'uso dell'IA	Aula 133 1° piano	Sebastiano Galdi Dietro le quinte dell'IA: dai singoli neuroni alle reti neurali
Aula 134 1° piano	Simone Vincini Esploratori di superfici: come la matematica disegna il mondo	Aula 134 1° piano	Simone Vincini Esploratori di superfici: come la matematica disegna il mondo	Aula 134 1° piano	Giorgia del Bianco - Ella Calderan CTRL+F like a pro: cambia i testi con le espressioni regolari (regex)
Aula 135 1° piano	Andrea Oddo Spaziotempo, ultima frontiera: la fisica dei viaggi nel tempo	Aula 135 1° piano	Andrea Oddo Spaziotempo, ultima frontiera: la fisica dei viaggi nel tempo	Aula 135 1° piano	Yuki Chopra You are what you experience: how memory shapes the way we are
Aula 136 1° piano	Yuki Chopra You are what you experience: how memory shapes the way we are	Aula 136 1° piano	Erik Lindef Collective Phenomena: matter is more than the sum of its parts	Aula 136 1° piano	Erik Lindef Collective Phenomena: matter is more than the sum of its parts
Aula 137 1° piano	Prasjal Balaguer Cosmic conquerors: the ultimate space trivia battle	Aula 137 1° piano	Prasjal Balaguer Cosmic conquerors: the ultimate space trivia battle	Aula 137 1° piano	Max Pavlovskiy Simulations of the Universe: cooking in cosmology
Aula 138 1° piano	Lorenzo Tausani - Chiara Di Domenico La complessità dell'ovvio: visione naturale e artificiale	Aula 138 1° piano	Lorenzo Tausani - Chiara Di Domenico La complessità dell'ovvio: visione naturale e artificiale	Aula 138 1° piano	Luigi Giacomazzi - Gabriela Herero - Laila Martin-Simos - Federica Spadissa Cosa succede ai materiali quando vengono colpiti da radiazioni?
Aula 139 1° piano	Anna Ivagnes Giare per il verso giusto: la matematica dietro le eliche	Aula 139 1° piano	Anna Ivagnes Giare per il verso giusto: la matematica dietro le eliche	Aula 139 1° piano	Giulia Bonelli - Elvira Antonucci Stringhe, Spazi e Simmetrie: tra geometria e fisica quantistica
Dialoghi di scienza		Dialoghi di scienza		Dialoghi di scienza	
Aula 131 1° piano	Massimo Capone intervistato da Federica Spadissa Super e Quantum: computer, materiali, uomini e rivoluzioni	Aula 131 1° piano	Jam Sadiq intervistato da Federica Spadissa Listening to the Universe: are gravitational waves changing astronomy?	Aula 131 1° piano	Francesca Menesandri intervistata da Martina Merlati Odi et amo: le molte facce della ricerca
Aula 132 1° piano	Riccardo Bocca intervistato da Francesca Radicioni Traiettorie anomale: dalla chimica alla ricerca per il cancro	Aula 132 1° piano	Antonio Marrazzo intervistato da Andrea Audino Materiali fantastici e come trovarli... con la fisica e i computer	Aula 132 1° piano	Andrea Capodagli intervistato da Fabio Quartieri Un matematico si racconta attraverso i film
Ask me anything		Ask me anything		Ask me anything	
Aula 4 piano terra	Imre Fregosi - Matteo Caldeira - Chiara De Santis - Benedetta Pillar Cotter Fare il giro del mondo con la ricerca	Aula 4 piano terra	Matteo Acciai - Ravina Paganini - Tiberio Montesi Come si diventa scienziati? La vita nella ricerca pre e post dottorato	Aula 4 piano terra	Silvia Fombaro - Barbara P. S. - Haya Eshel Briti Zaidany - Manuela Galanella Come pensiamo? Ma pensiamo? Che ne pensiamo?
Aula 130 1° piano	Emma Dreas - Valentin Pomakov - Michele Vadiolunga Gattermayer Stelle esplosive, gravità e buchi neri. Dentro e oltre la ricerca	Aula 130 1° piano	Gabriel Pedde Ungureanu - Anant Shri - Beatrice Savola Lo yin e lo yang dell'Universo: la dualità nella fisica teorica	Aula 130 1° piano	Pierfrancesco Sisti - Aldo Sambi - Laura Meneghetti - Elena Gallo - Barbara Rosario In belci a Tokyo ho incontrato una matematica che mi ha parlato di IA
Mostra		Mostra		Mostra	
Corridoio 6° piano	La storia dell'Universo a colpo d'occhio 1° turno	Corridoio 6° piano	La storia dell'Universo a colpo d'occhio 2° turno	Corridoio 6° piano	La storia dell'Universo a colpo d'occhio 3° turno
Discussion Game		Discussion Game		Discussion Game	
Big Meeting Room 7° piano	L'intelligenza artificiale nella nostra società 1° turno	Big Meeting Room 7° piano	L'intelligenza artificiale nella nostra società 2° turno	Big Meeting Room 7° piano	L'intelligenza artificiale nella nostra società 3° turno
Laboratori		Laboratori		Laboratori	
Lab1A - 3° piano	Persone stimolanti e cervelli curiosi 1° turno	Lab1A - 3° piano	Persone stimolanti e cervelli curiosi 2° turno	Lab1A - 3° piano	Persone stimolanti e cervelli curiosi 3° turno
Lab1B - 3° piano	Persone stimolanti e cervelli curiosi 1° turno	Lab1B - 3° piano	Persone stimolanti e cervelli curiosi 2° turno	Lab1B - 3° piano	Persone stimolanti e cervelli curiosi 3° turno
Lab2 - 5° piano	Il viaggio del calcio nelle cellule del midollo spinale 1° turno	Lab2 - 5° piano	Il viaggio del calcio nelle cellule del midollo spinale 2° turno	Lab2 - 5° piano	Il viaggio del calcio nelle cellule del midollo spinale 3° turno
Lab3 - 5° piano	Neuroni sotto stress: come comunicano durante l'infiammazione 1° turno	Lab3 - 5° piano	Neuroni sotto stress: come comunicano durante l'infiammazione 2° turno	Lab3 - 5° piano	Neuroni sotto stress: come comunicano durante l'infiammazione 3° turno
Lab4 - 6° piano	Un moscerino in laboratorio 1° turno	Lab4 - 6° piano	Un moscerino in laboratorio 2° turno	Lab4 - 6° piano	Un moscerino in laboratorio 3° turno
Lab5 - 6° piano	La Fabbrica delle Proteine e i suoi instancabili operai 1° turno	Lab5 - 6° piano	La Fabbrica delle Proteine e i suoi instancabili operai 2° turno	Lab5 - 6° piano	La Fabbrica delle Proteine e i suoi instancabili operai 3° turno
Lab6 - 6° piano	Malattie rare e genetica: il caso FOXG1 1° turno	Lab6 - 6° piano	Malattie rare e genetica: il caso FOXG1 2° turno	Lab6 - 6° piano	Malattie rare e genetica: il caso FOXG1 3° turno
■ matematica	■ fisica	■ data science	■ ricerca e dintorni	■ data science	■ ricerca e dintorni
	■ neuroscienze		■ activity in English		■ activity in English

Figure 1: printed version of the second part of the program of Student Day 2025

In the welcome session, SISSA's Director, professor Andrea Romanino, welcomed everyone and encouraged students to be curious, interact with the volunteers, and ask questions — which he described as the very essence of doing good research. Then, Patrizia Pavatti, Director of the Education, Orientation, and Right to Study Service of Friuli Venezia Giulia, praised SISSA's commitment to third mission and outreach activities, and presented other important regional services aimed at high school students, including guidance and orientation initiatives. The opening, chaired by the postdoctoral researcher and *SISSA for Schools* volunteer Caterina Ciani, ended with the presentation of the morning's program and some practical recommendations by Francesca Rizzato and Elvira Antonucci from SISSA Medialab.

In this first part, since the arrival of the classes was staggered for logistical reasons, students who were waiting for the event to begin had the opportunity to interact with two exhibits. The first, titled *Lavori e Valori: Cosa Conta di Più per Te?*, was an interactive installation designed to encourage participants to reflect on their priorities when choosing a future job, fostering a discussion on how these priorities can differ from person to person and evolve over time. The second exhibit, *Due Passi a Caso*, featured an interactive game introducing participants to statistical distributions and computer simulations.



The second part, held in the main SISSA building, included three time slots with parallel sessions, each lasting 50 minutes and separated by 20-minute breaks. This was a change from the 2020 edition, which had four 45-minute sessions. The new format was designed to reduce time pressure on students and ensure a more relaxed schedule between activities. For each time slot, students could choose one activity among seminars, labs, interviews and other activities. The program of the second part of the event included:

- 18 different seminars and interactive lectures;
- 6 different workshops in the neuroscience laboratories;
- a guided tour to the exhibition *The history of the Universe at a glance*;
- 6 *Science Dialogues*: interviews with scientists moderated by students of the master course in science communication or SISSA Medialab staff;
- 6 *Ask me anything* sessions: open Q&A sessions moderated by students of the master course in science communication;
- a discussion game about artificial intelligence in our society;

- a digital quiz to learn more about SISSA, its research, its staff, and other scientific and historical facts.

Many of these activities were repeated in two or three time slots. In particular, one lab workshop — *Persone stimolanti e cervelli curiosi* — was proposed in parallel by two separate groups of researchers and both groups repeated the workshop in all three slots, in order to accommodate a greater number of students.

In seminars and interactive lectures, speakers presented their areas of expertise to participating students. Some seminars were offered twice to accommodate more participants.

For the workshops in SISSA's laboratories, we required prior registration to manage the number of participants and ensure a safe and efficient experience. Registered students had the opportunity to visit the SISSA neuroscience laboratories and take part in activities led by the researchers. Each of these 6 workshops was offered during all three time slots to increase participation and allow more students to attend.



Throughout the Student Day, young researchers in astrophysics, astroparticles, and cosmology were continuously present to guide visitors through the exhibition *The history of the Universe at a glance* on the 6th floor of the main building. During the visits, they explained the origins of the universe, shared details about their research fields, and responded to visitors' questions and curiosities, including those related to their career paths.

For both *Science Dialogues* and *Ask me anything* sessions, interviewed scientists selected a topic to discuss, and a science communicator moderated the activity, ensuring active student participation and fostering interest in the topics. The conversations covered not only scientific topics related to the researchers' own work, but also broader themes from the world of research, such as scientific mobility and the challenges of pursuing a scientific career. The *Ask me anything* sessions followed a more open format, focusing primarily on questions from the audience, while dialogues were more structured as interviews.



The discussion game, held by facilitators from SISSA Medialab, focused on the ethical implications of artificial intelligence. During this activity, students had the opportunity to engage in dialogue and reflect on the impact AI can have on society, examining topics such as privacy, transparency, biases, and the social implications of decisions made by AI systems.

The distribution of topics across all activities from both parts of the event reflects the diversity of expertise within the SISSA scientific community: 6 in mathematics, 13 in physics, 10 in neuroscience, 4 in data science, and 8 under the label *research and beyond*, which includes themes related to the broader context surrounding research itself. Among these, 9 activities were conducted in English — including 4 seminars, 1 *Science Dialogue*, and 4 *Ask me anything* sessions — while the rest were held in Italian.

Throughout the duration of the event, students had the opportunity to learn more about SISSA, its research, its staff, and other scientific and historical facts by participating in the online [SISSA Quiz](#). The quiz could be accessed by scanning a QR code displayed on a panel placed in the cafeteria.

A [printed leaflet](#) version of the program was produced in 1,000 copies and handed out on the morning of Student Day, to help guide participants through the various activities and options. In the printed program, each activity was color-coded to indicate its broad topic (mathematics, physics, neuroscience, data science, or *research and beyond*), and the language of the activity (Italian or English) was also indicated. In addition, a [booklet](#) with a more detailed description of all activities was prepared and distributed about two weeks before the event to teachers, students and volunteers.

1.4 An event for everyone

For the first time in this edition of the Student Day, a quiet room was organized, located within the library. This space was designed to provide attendees with a calm and comfortable environment, away from the noise and activity of the event. The introduction of a quiet room was not only aimed at enhancing the overall experience but also at promoting inclusivity and well-being. Indeed, large events can be overwhelming due to constant sensory input and crowded spaces, so offering a quiet room allows participants to decompress and regain focus.

A quiet room is a tool recommended by the World Health Organization ([Health Equity for Persons with Disabilities: Guide for Action](#)) and numerous autism advocacy associations as an essential accessibility measure. While it is particularly beneficial for autistic individuals and those with other forms of neurodivergence, it also serves as a valuable resource for neurotypical attendees who may need a

moment of calm or a break from overstimulation. Inside the quiet room, attendees found a variety of supportive items, including sunglasses for light sensitivity, single-use earplugs for sound sensitivity, as well as paper, pens, colored pencils, and various fidget toys — all useful tools for emotional regulation. During the morning, around fifteen people utilized the quiet room, demonstrating its value and the importance of offering such a resource at large events.

1.5 Gender balance and inclusive representation

As in past editions of SISSA Student Day, significant attention was devoted to promoting gender equality, fostering balanced representation across all activities. This year, the commitment to inclusivity was reflected in the composition of both volunteers and staff, with 74 men and 77 women participating. Among speakers (including seminar and activity presenters, lab explainers, interviewers, moderators, and exhibit facilitators) there were 54 women and 43 men. This balance provided participating students with a gender-inclusive image of the scientific community, particularly in positions of expertise, offering diverse role models they could identify with.

Additionally, space was intentionally made in the program for activities led by non-Italian volunteers, to reflect the international nature of the SISSA community and to ensure that these volunteers had the opportunity to participate in school outreach activities, which may otherwise be difficult for them due to language barriers.

2. Event coordination

2.1 Managing school participation

The event's return in person was officially announced on October 28, 2024. To ensure maximum visibility and engagement, the announcement was shared through the [SISSA for Schools mailing list](#), reaching all registered teachers. The event was also promoted across both SISSA Medialab's and SISSA's social media channels. On November 18, 2024, another email was sent out to the teachers, indicating the date and time of the opening of the booking procedure. The reservation procedure was opened on November 25th at 6:00 p.m., and within just ten minutes booking requests for 700 visitors were received, despite the capacity being limited to only 500 due to the maximum number of people allowed in the Aula Magna. In [Appendix A](#) participating schools classes are listed.

Registration details for the laboratory sessions were communicated to the registered classes one month prior to the event. When lab registration opened on January 22, students were given the opportunity to select their preferred lab activity. All laboratory sessions were fully booked within minutes of opening. In the following days, students were notified via email regarding the outcome of their registration. Those who registered after the sessions were filled were placed on a waiting list, and some were later admitted when cancellations occurred. The first five students to register received a book as a reward for their enthusiasm and promptness.

The arrival of 500 additional people to the SISSA campus presented logistical challenges due to SISSA's decentralized location and limited road capacity. To address this, a transport plan was implemented, with the organization funding additional buses from and to the city center. Clear instructions were provided to each class regarding which bus to take for both arrival and departure, and participants were also asked to avoid using personal vehicles to prevent traffic congestion.

The effective management of this considerable influx was made possible thanks to the support of numerous volunteers, who provided assistance and guidance throughout the day—from the initial gathering point in Piazza Oberdan to the entrances of the classrooms where the activities were held.

2.2 SISSA volunteers' recruitment and participation

About 150 people were actively involved in the event: SISSA PhD students, researchers, students of the master course in science communication, administrative and technical staff and SISSA Medialab staff. They were very much engaged, and the success of the initiative is largely due to them. The complete list of volunteers and staff is presented in [Appendix B](#).

The SISSA community was informed about the Student Day 2025 at the opening of the new *SISSA for Schools* year in October 2024, months prior to the event. A follow-up email was then sent to announce the opening of registration to participate as a volunteer to the event. Registration for volunteering took place through an online form where one could indicate availability, preferred roles, and activity ideas. In the following days, we promoted the event by engaging directly with people in the SISSA canteen, offering information and answering questions. Additionally, flyers were displayed throughout the main building to encourage volunteering and boost participation.

Approximately two months before Student Day, the booking form closed. Based on the volunteers' responses, preferences, and availability indicated in the registration form, SISSA Medialab staff set a first draft of the program, with careful consideration given to balancing different content and complying with space availability. Volunteers who proposed content were supported in the preparation of their activities

through one-on-one meetings, providing tailored guidance and feedback. Those who proposed to be interviewed in a *Science Dialogue* or an *Ask me anything* session were paired with a science communicator, who took on the role of interviewer to help shape and moderate the conversation. In addition, two training sessions — focused on the fundamentals of science communication and the preparation of a talk — were offered to all individuals interested in contributing to *SISSA for Schools* and Student Day.

Volunteers who offered their assistance as logistical helpers were assigned to each activity to ensure the smooth functioning of the event. Besides giving directions and suggestions to the visitors, their role was to ensure that the number of students was approximately equally distributed among the different activities and to prevent overcrowding of some rooms, though this was not always possible. Logistical helpers also had to make sure speakers did not exceed the allocated time, allowing students enough time to reach their next activity. Additionally, they were responsible for distributing the session evaluation questionnaires to all participants at the end of each session. Many logistical helpers were assigned also to other tasks, such as assisting with the flow of students during the arrival and departure phases, or confirming students' attendance at the laboratory sessions.

Since late December 2024, all volunteers have been gradually informed of their roles for Student Day. In the week leading up to the Student Day, a series of meetings were organized with different groups of volunteers, each tailored to their specific roles they would cover. These meetings served to clarify tasks, address any questions, and distribute the *SISSA for Schools* t-shirts and Student Day's gadgets.



Student Day 2025 provided a valuable opportunity to foster a sense of community within SISSA, bringing together volunteers and staff from very different sectors and career levels and establishing collaborations with colleagues they had never worked with before, stepping beyond their usual roles.

In this spirit, after the event lunch was offered to all volunteers and staff in the foyer of the *Aula Magna*. As a token of appreciation, each volunteer also received a SISSA-branded backpack cover. The lunch was carefully organized based on the dietary needs indicated by the volunteers in the registration form, ensuring it accommodated everyone appropriately. This final common moment of celebration was well attended and received positive feedback, with many volunteers expressing their appreciation in the evaluation questionnaires.

3. Event Evaluation

3.1 Evaluation Methods

Recognizing the diverse range of stakeholders involved in Student Day, including students, teachers, and volunteers, tailored evaluation forms were developed for each group. This approach allowed for a detailed and specific understanding of individual experiences and perspectives and to capture a well-rounded view of the event's strengths and areas for improvement, ensuring that future editions could be enhanced based on concrete insights from all involved. The event has been evaluated through different tools:

1) Participants' evaluation of the sessions: At the conclusion of each session (seminar, laboratory, *Science Dialogue*, etc.), participants were given a printed questionnaire ([Figure 2](#)) and asked to evaluate the activity they had just attended. Participants were in large majority secondary school students, but some teachers might have answered too.

Valuta questa attività

Perché hai deciso di partecipare a questa attività?
(Puoi scegliere più di una risposta)

☐ Mi interessa il tema trattato

☐ L'attività mi sembrava divertente

☐ Me l'ha suggerito il mio docente

☐ Volevo stare insieme ai miei compagni

☐ Altro (specificare): _____

Valuta queste affermazioni con un voto
da 1 (totalmente in disaccordo) a 4 (totalmente d'accordo)

	1	2	3	4
Ho imparato qualcosa di nuovo	☐	☐	☐	☐
L'attività è stata divertente	☐	☐	☐	☐
Mi sono annoiato/a	☐	☐	☐	☐
Ho scoperto qualcosa sul mondo della ricerca	☐	☐	☐	☐
Non ho capito alcuni concetti	☐	☐	☐	☐
Mi è venuta voglia di saperne di più	☐	☐	☐	☐

Nel complesso, quanto ti è piaciuta l'attività
da 1 (per niente) a 4 (molto)?

1	2	3	4
☐	☐	☐	☐

Hai dei commenti o dei suggerimenti? Scrivili qui!

Figure 2: Session evaluation questionnaire.

The first question of the questionnaire aims to explore the motivations behind students' attendance at different activities and to identify whether their choices are influenced by external factors. One of the primary goals of Student Day is to promote freedom of choice, and this question helps assess whether that objective is being met.

Then, participants express their opinion about the activity by rating how much they agreed on a scale from 1 to 4 with a series of sentences covering aspects like enjoyment, learning, and interest in further study. The statements included both positive (e.g., "I learned something new about research") and negative (e.g., "It was boring") to minimize bias and encourage thoughtful responses.

A general quantitative evaluation of the activity was also requested (on a scale from 1 to 4), followed by an optional space for additional comments. These comments can provide interesting information on the motivations behind the numerical evaluation. It is also important to note that the questionnaire has been intended as a measure of the satisfaction of the participants; it does not assess the quality of the content or the professionalism of the speakers. However, some useful suggestions were given regarding ways to improve speakers' communication skills and methods in the future.

2) Teachers evaluation: At the conclusion of the event, an online evaluation form was distributed by email to all teachers who participated with their classes. The form included questions that required a rating from 1 to 10, assessing various aspects of the event, such as the content of the program, event organization and logistics. This evaluation process aligns with the guidelines set forth by the Educating Future Citizens (EFC) network.

3) SISSA volunteers evaluation: At the conclusion of the event, an online survey was distributed by email to all volunteers with two main objectives: recording their experience during the event and collecting their insight and advice. Ensuring that volunteers have a positive experience is vital, as they are key to the event's success; their sense of support, appreciation, and comfort in their roles is of utmost importance. By collecting their feedback, organizers can pinpoint areas that need improvement and work towards refining the management and engagement of volunteers in future events. Additionally, the volunteers' insights provide valuable information about operational challenges that might not be obvious to the organizers, given the many parallel sessions of the events. Their feedback helps uncover potential issues, such as logistical difficulties, misunderstandings, or resource shortages, which can guide adjustments to enhance the planning and execution of future events.

3.2 Participants' evaluation of the sessions

A total of 953 session evaluation questionnaires were collected, with a maximum attendance of 1,452. The maximum attendance was calculated by considering the participation of 484 individuals, each of whom had the opportunity to attend up to three different activities.

At first we comment on the results of the first question about the motivation for attending, considering the totality of questionnaires received. Following this first paragraph we present the session evaluation data separately for each program activity, along with the participants' comments. Note that in the charts, ratings from 1 to 4 correspond to the Agree/Disagree scale for all questions, except for 'Overall Evaluation', where they should be interpreted as quantitative scores for general satisfaction. The comments and observations from participants are reported in the original Italian to preserve their meaning and avoid distortion through translation. In the graphs presented below, the "NA" data (not answered) refers to questionnaire responses that were either unclear or left blank for specific questions.

Note that entirely blank questionnaires have been excluded from the evaluation, as it is not possible to reliably differentiate between those that were completed and returned with no responses and those that were never distributed to the students.

In general, all activities received very positive feedback, especially in terms of learning something new and discovering the world of research.

In the next paragraph, we will examine the motivations that led participants to choose specific activities. The subsequent paragraphs will present the evaluation results for each activity offered during the second part of the event, organized by type. The only exception is the SISSA Quiz, which, being a standalone online activity, was not accessible through the printed evaluation forms. For activities that were offered in multiple time slots, the results from the various sessions have been aggregated and are presented as a single, overall evaluation for that activity.

3.2.1 Motivations for attending

Considering the totality of the participants' answers for the different sessions, we can receive an impression about the first issue we wanted to explore: were the students choosing freely the session they attended, or were they guided by the teachers? What were their motivations? The results show that, regardless of the type of activity, the majority of students chose which activity to participate in because they were interested in the topic or because they thought it would have been fun. Seminars were mostly chosen for the first reason, whilst discussion games more for the second one, together with the desire to stay with their classmates; the visit to the exhibition was chosen for a mixture of the three reasons.

The chart below summarizes the participants' motivations for each type of activity. Note that each participant could select more than one activity, so the chart displays the percentage of total selections rather than the percentage of participants.

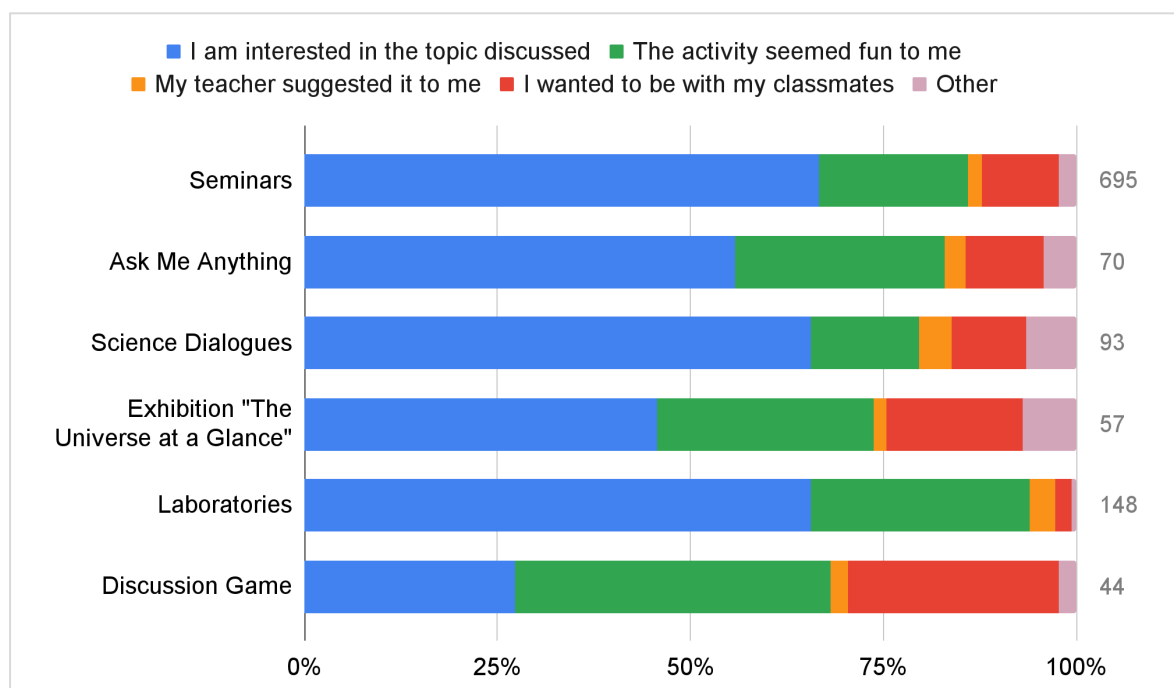
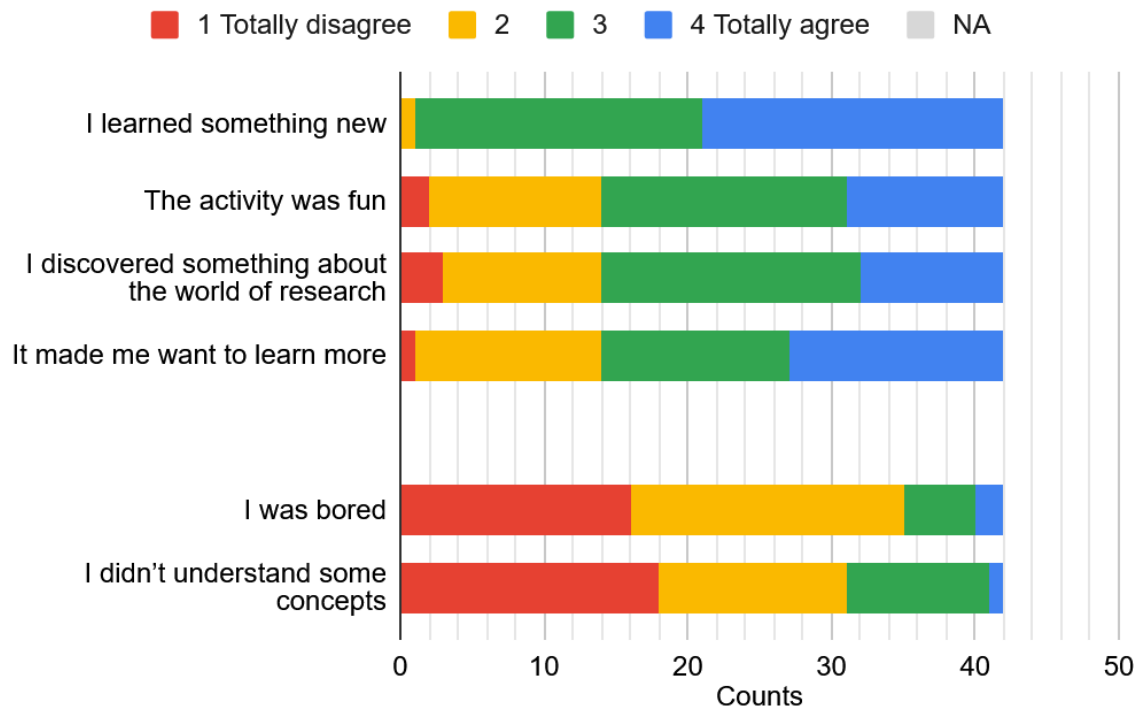


Figure 3: Motivations for attending each type of activity. The chart displays the percentage of total selections per motivation (participants could choose multiple options). The absolute number of selections is shown on the right.

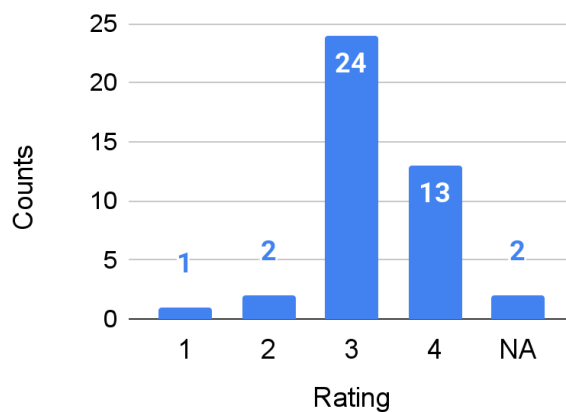
3.2.2 Evaluation of the seminars/interactive lessons

Come fanno le barche di America's Cup ad andare più veloci del vento? (42 responses)

Level of agreement to sentences regarding the audience experience



General satisfaction measure (from 1 to 4)

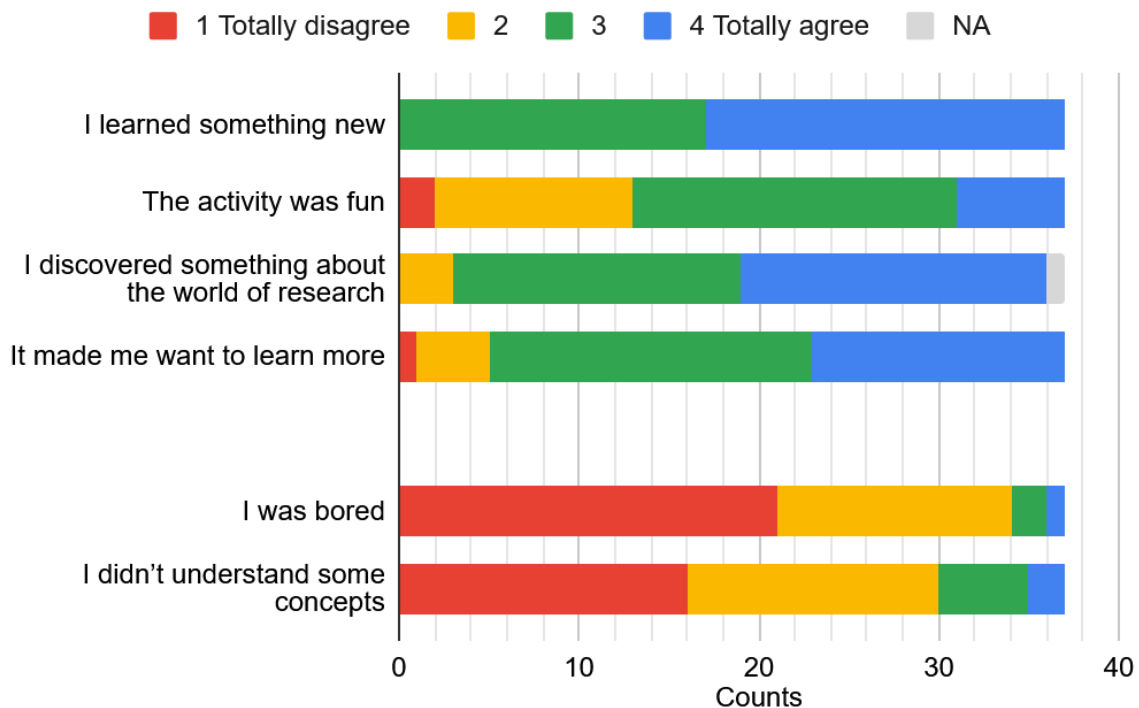


Free comments:

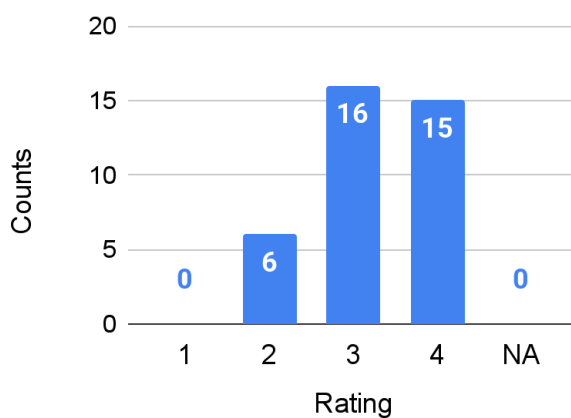
- Coinvolgere.
- Integrare la lezione con dimostrazioni pratiche.
- Utilizzare modellini in scala.
- Più immagini e qualche video.

Altri mondi: alla scoperta degli esopianeti (37 responses)

Level of agreement to sentences regarding the audience experience



General satisfaction measure (from 1 to 4)

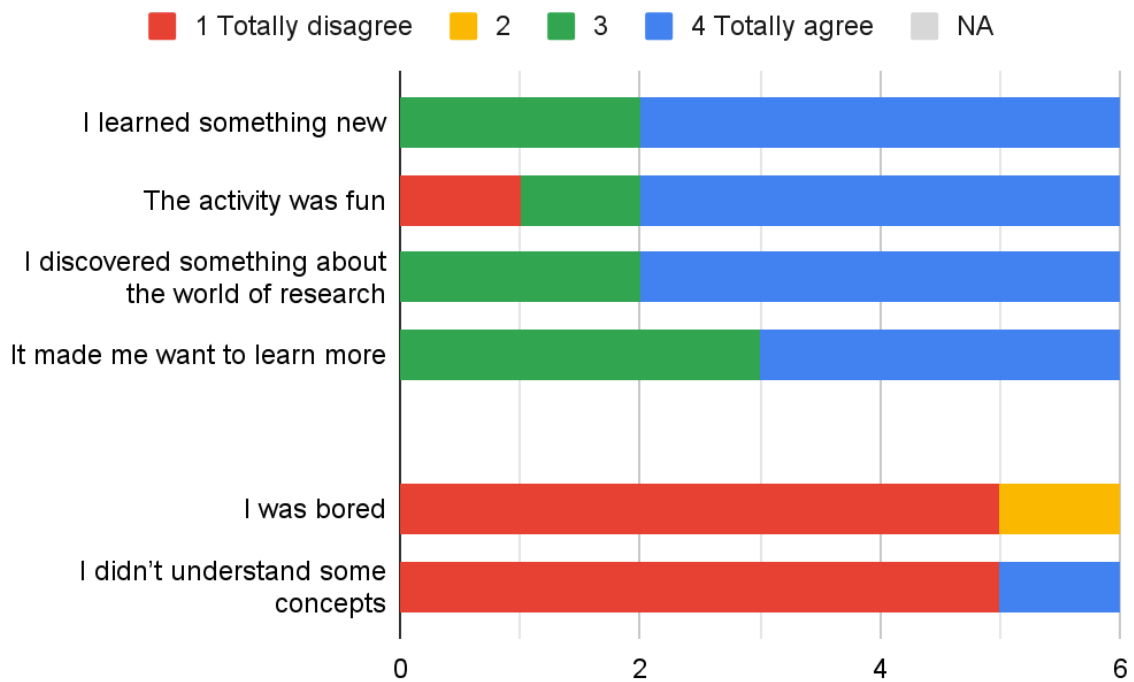


Free comments:

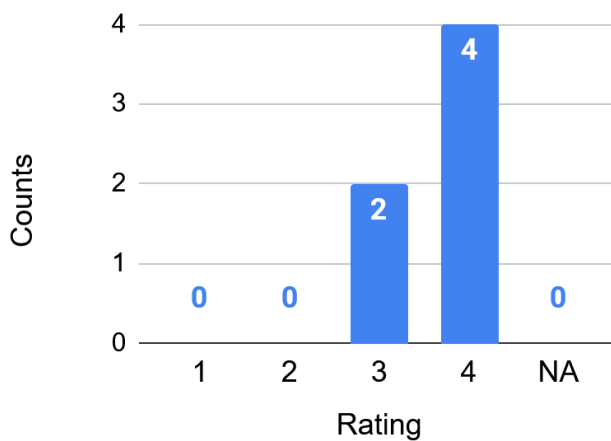
- *C'è stato poco tempo essendo un argomento ampio.*
- *Complimenti al professore, molto forte!*
- *Molto interessante, ma troppe teorie, alcune anche di Star Wars.*
- *Cercare di rendere l'esposizione un po' più interattiva.*

Supercomputer, IA, dati e gemelli digitali per vivere meglio (6 responses)

Level of agreement to sentences regarding the audience experience



General satisfaction measure (from 1 to 4)

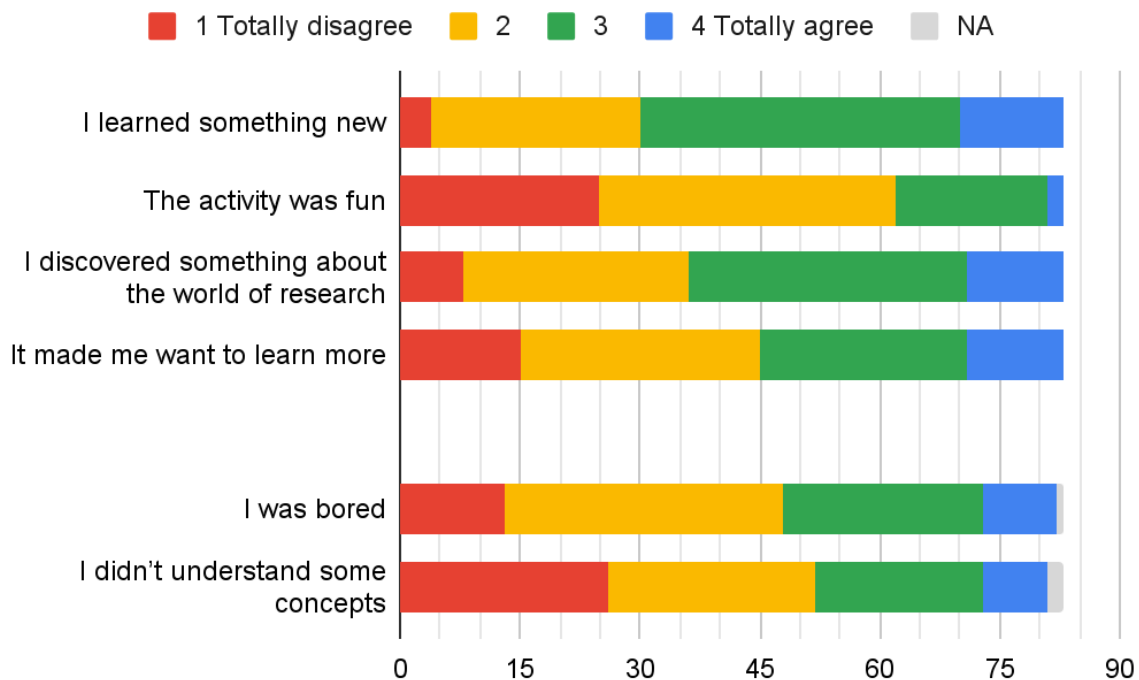


Free comments:

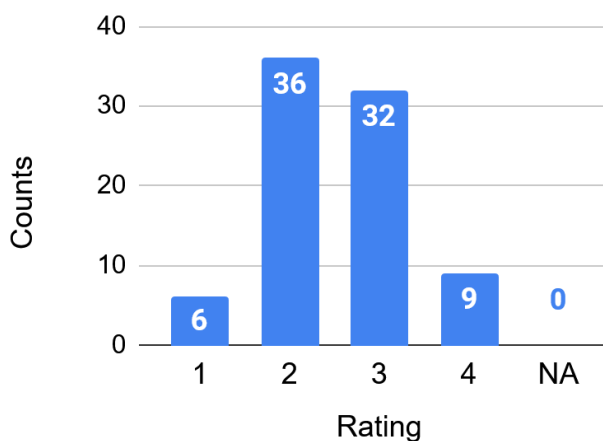
- *Da approfondire in classe.*
- *Da docente, bene!*

Il tempo nel nostro cervello (83 responses)

Level of agreement to sentences regarding the audience experience



General satisfaction measure (from 1 to 4)



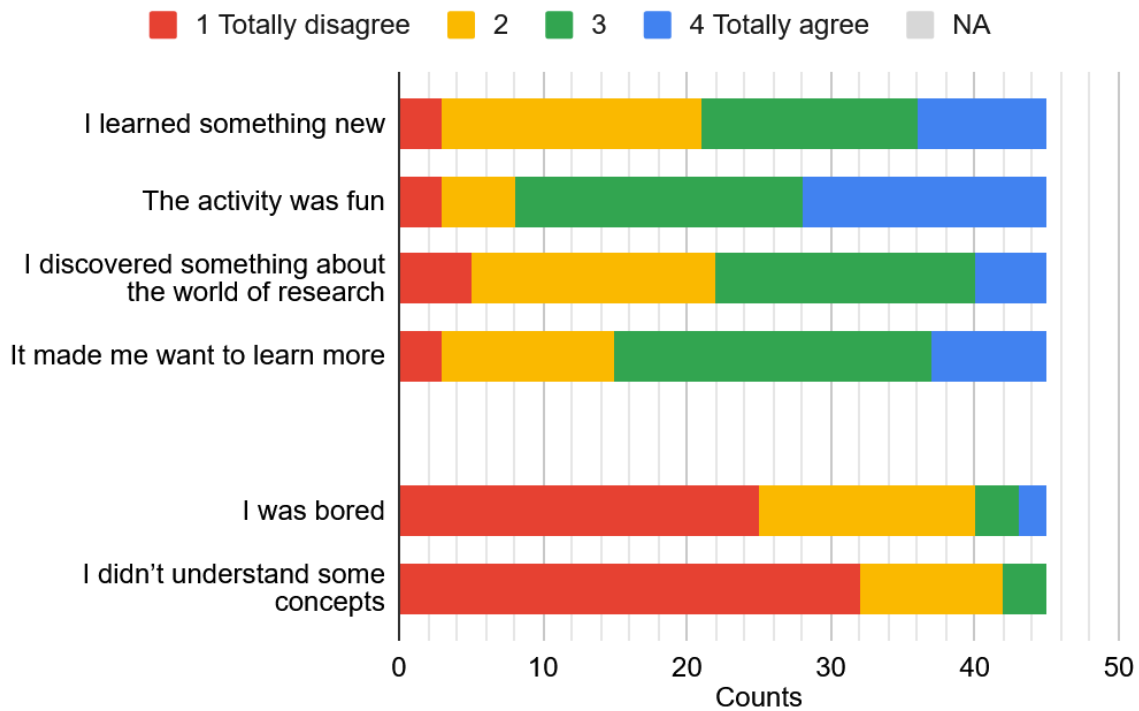
Free comments:

- Sbagliata la scelta di posizionare due persone davanti agli spettatori a metà stanza.
- Argomento molto affascinante, da approfondire con più studenti!
- Non seguite i compagni.
- Rendere l'attività più interattiva.
- Rendere l'attività più divertente.
- No, interessante.
- Suggerimento: ero seduta in fondo, lo schermo appeso a metà sala si vede benissimo, l'audio va bene, però l'ala a destra (finestre) non può seguire le indicazioni che la relatrice mostra sullo schermo principale perché la visuale è ostacolata dallo schermo "appeso". Suggerisco di indicare con puntatore a monitor.²

² This activity took place in a long and narrow room, able to accommodate up to 100 visitors. To facilitate the view on the slides, besides a big screen near the speakers, a second big screen was placed halfway across the room (see [here](#)). This screen, however, covers the speaker's view to those seated beyond half of the room. Some of the commentaries to this activity refer to this fact.

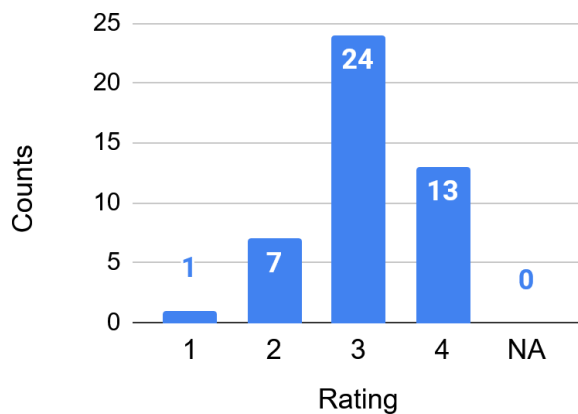
Dentro il feed o fuori dal mondo – l'informazione sui social (45 responses)

Level of agreement to sentences regarding the audience experience



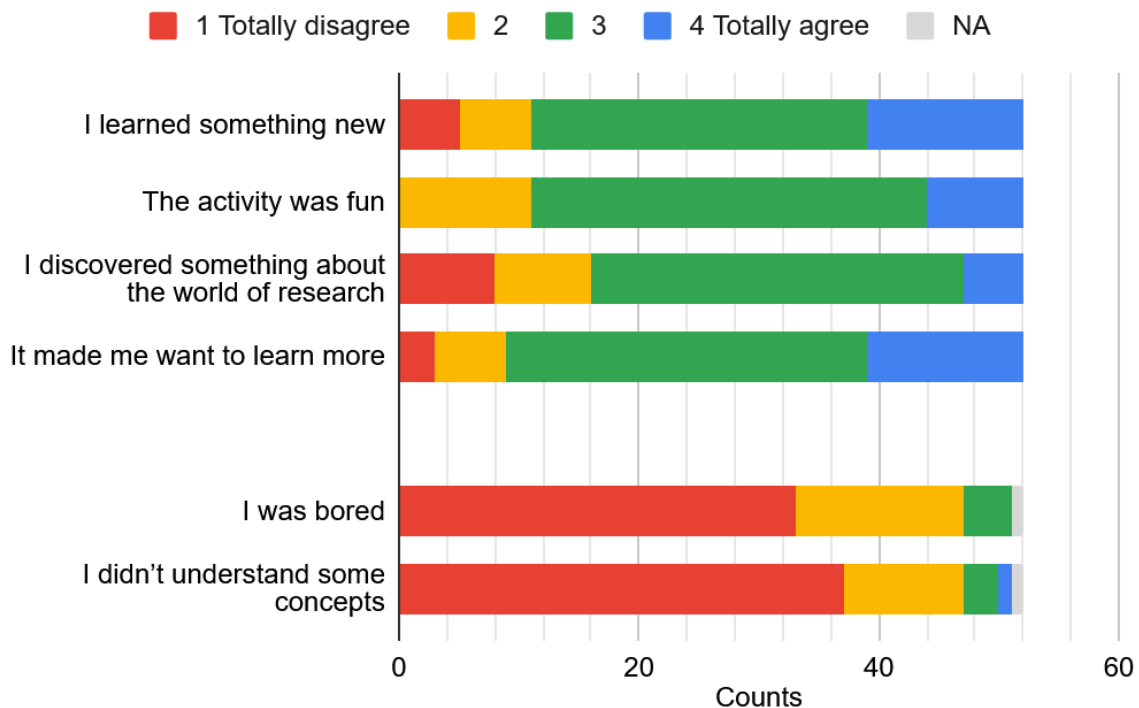
General satisfaction measure (from 1 to 4)

Free comments:

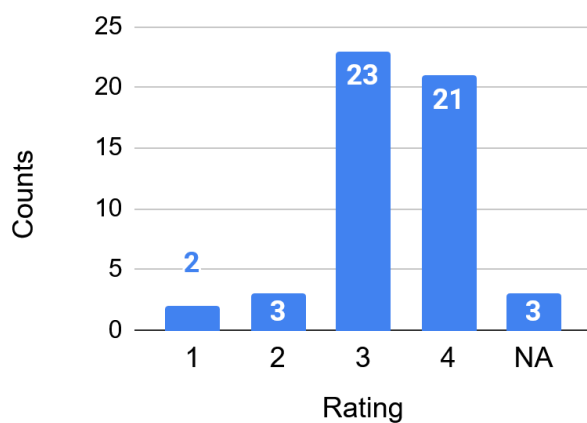


Chiedilo a Chat GPT: guida all'uso dell'IA (52 responses)

Level of agreement to sentences regarding the audience experience



General satisfaction measure (from 1 to 4)

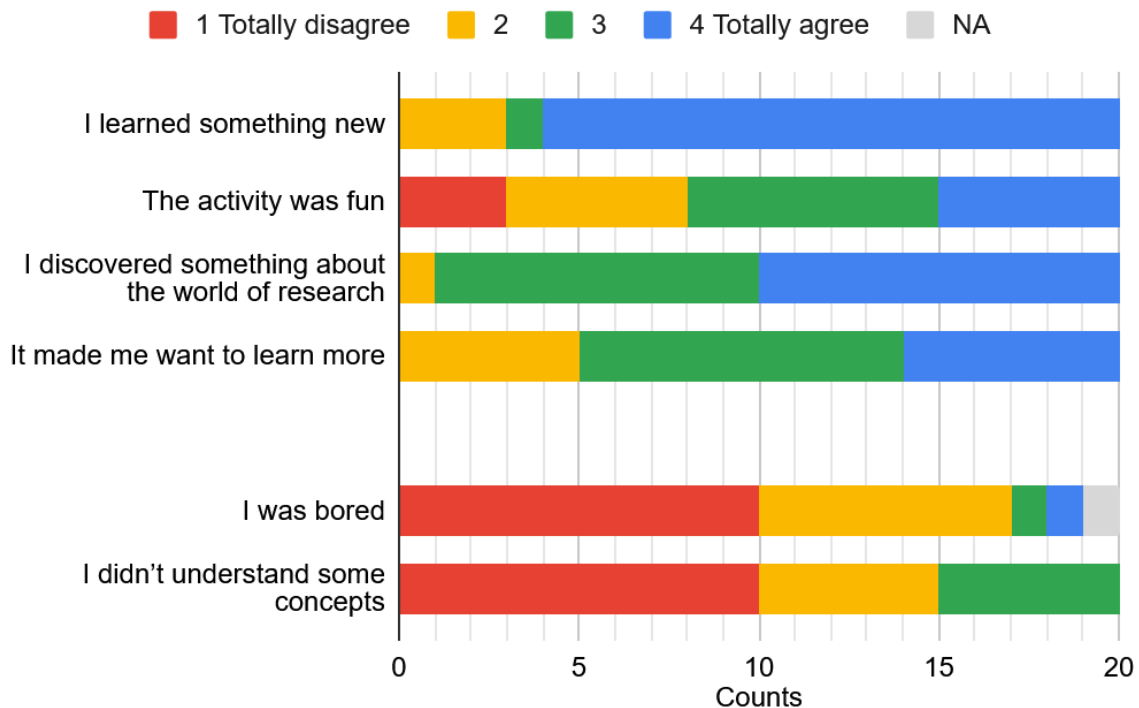


Free comments:

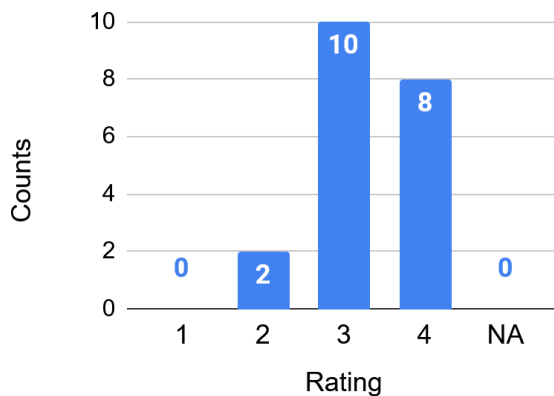
- *No, tutto top!*
- *Più cose nuove.*
- *Continuate a fare queste attività!*
- *Sperimentare l'IA sul momento.*
- *Mostrare dei video.*

Dietro le quinte dell'IA: dai singoli neuroni alle reti neurali (20 responses)

Level of agreement to sentences regarding the audience experience



General satisfaction measure (from 1 to 4)

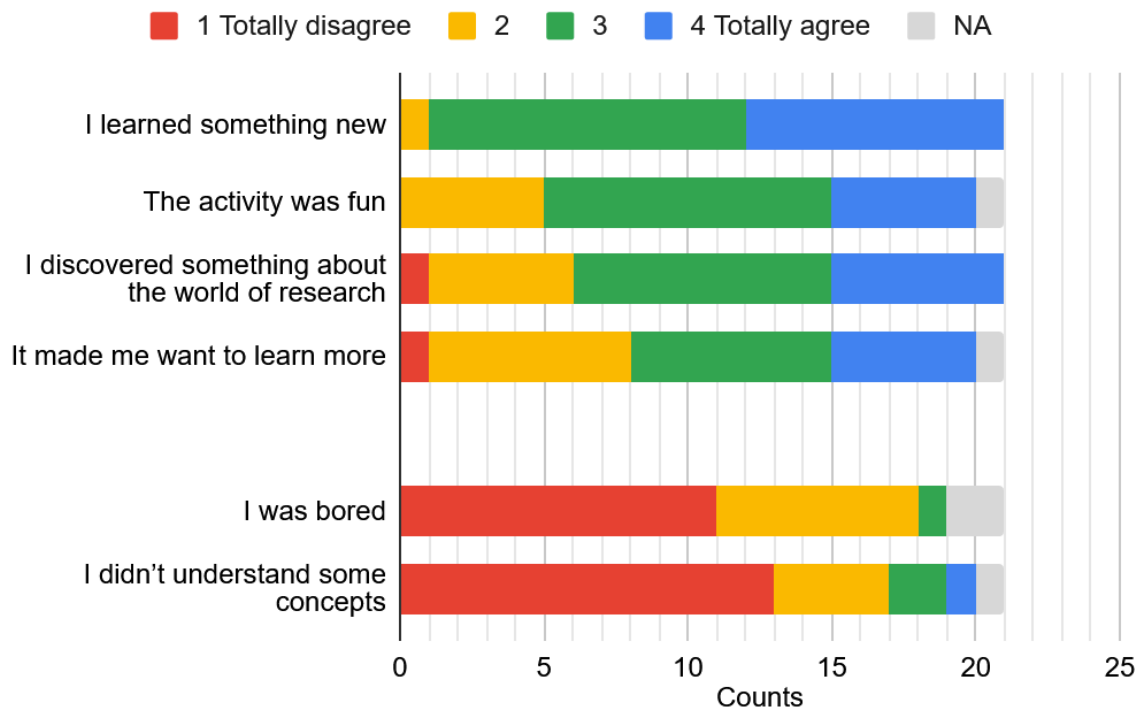


Free comments:

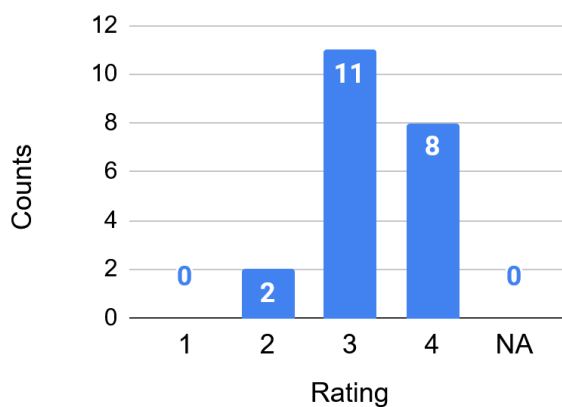
- Purtroppo avevo appena partecipato a un incontro che trattava più o meno le stesse cose, ma il tema del machine learning è molto interessante.*

Esploratori di superfici: come la matematica disegna il mondo (21 responses)

Level of agreement to sentences regarding the audience experience



General satisfaction measure (from 1 to 4)

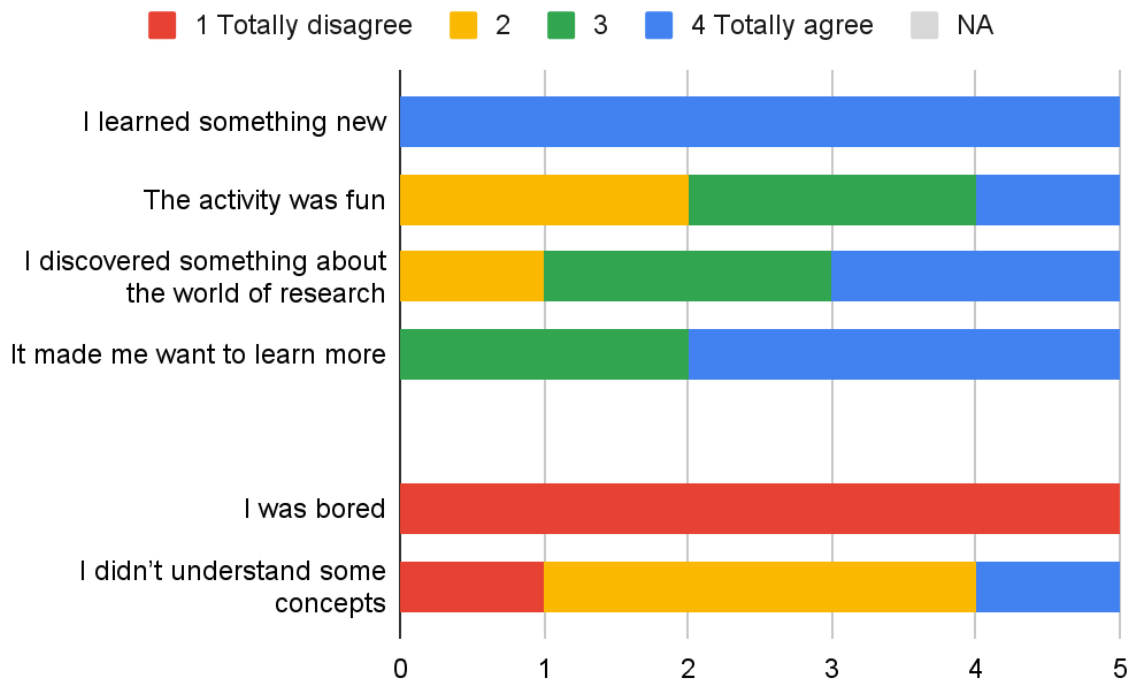


Free comments:

- *Mi è sembrato che i contenuti dell'incontro siano stati un po' ristretti ma l'attività è stata comunque educativa.*

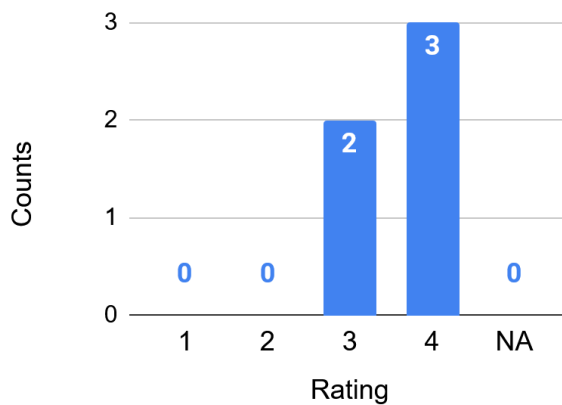
CTRL+F like a pro: cambia i testi con le espressioni regolari (Regex) (5 responses)

Level of agreement to sentences regarding the audience experience



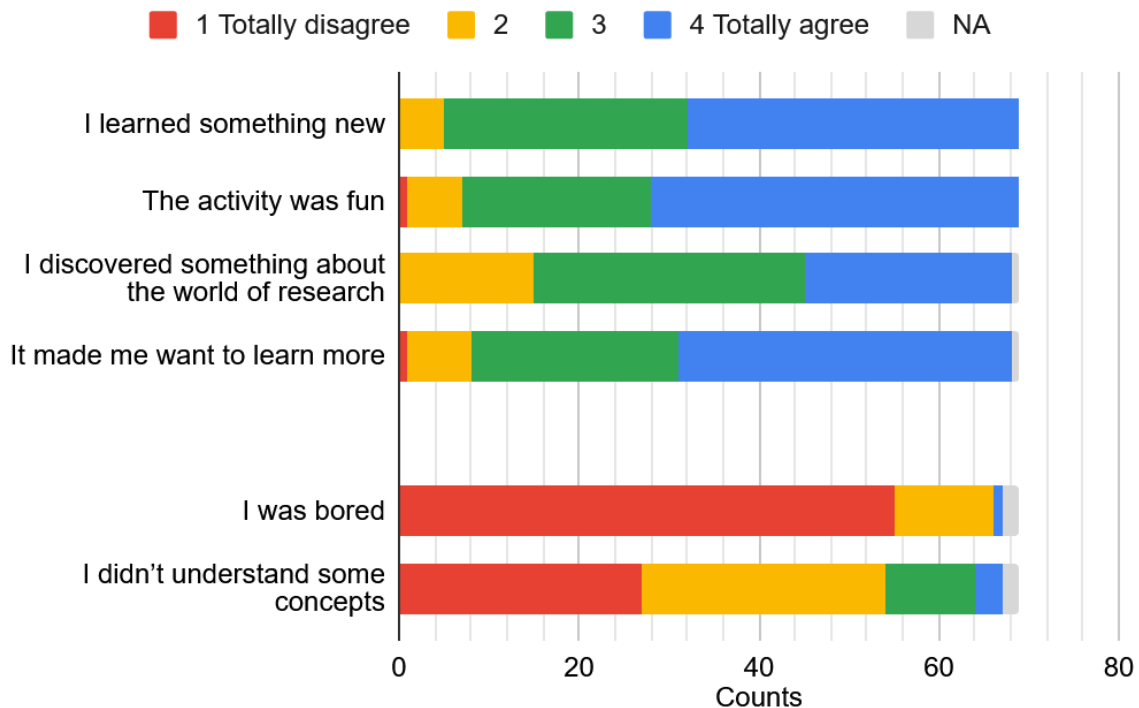
General satisfaction measure (from 1 to 4)

Free comments:

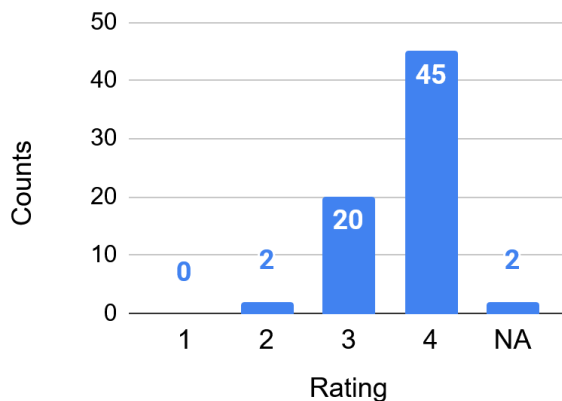


Spaziotempo ultima frontiera: la fisica dei viaggi nel tempo (69 responses)

Level of agreement to sentences regarding the audience experience



General satisfaction measure (from 1 to 4)

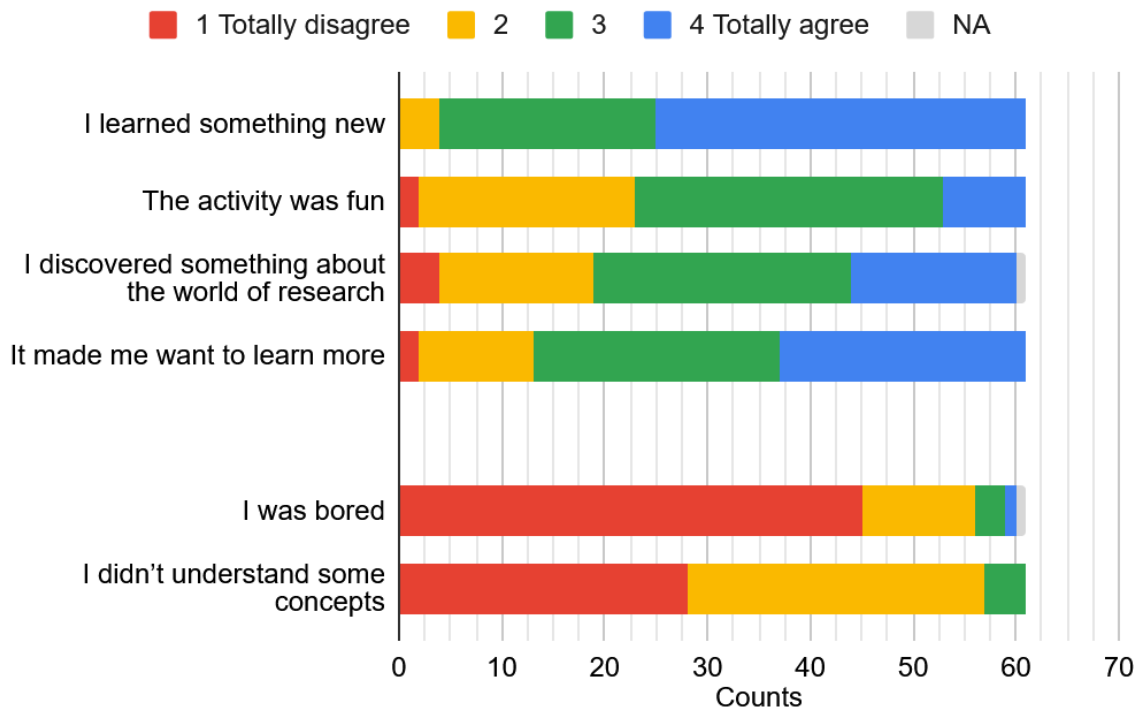


Free comments:

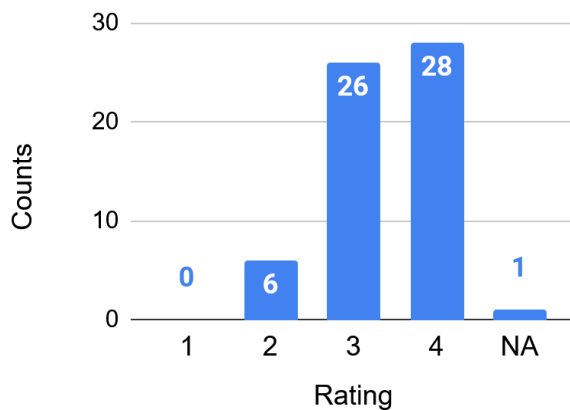
- Ottima esposizione e temi trattati in modo chiaro
- Mi avete davvero meravigliata ♥
- Bravo! E bel powerpoint
- È stato interessantissimo, molto bravo
- Davvero fantastici ♥
- Bravissimo! Molto interessante!
- Più posti a sedere per fare entrare più persone
- Aggiungere meno approfondimenti
- Ottima presentazione, comprensibile grazie all'aiuto del powerpoint chiaro. Molto apprezzato l'entusiasmo nell'esposizione. Sono stati d'aiuto gli oggetti per la comprensione della lezione (pallina, foglio...)
- Bellissima lezione, sono molto interessata all'argomento e di certo mi sono divertita. Grazie!
- Spiegazione molto bella, anche perché ha dato come esempio le serie TV. Forse potrebbe spiegare meglio le teorie spazio-tempo.

You are what you experience: how memory shapes the way you are (61 responses)

Level of agreement to sentences regarding the audience experience



General satisfaction measure (from 1 to 4)

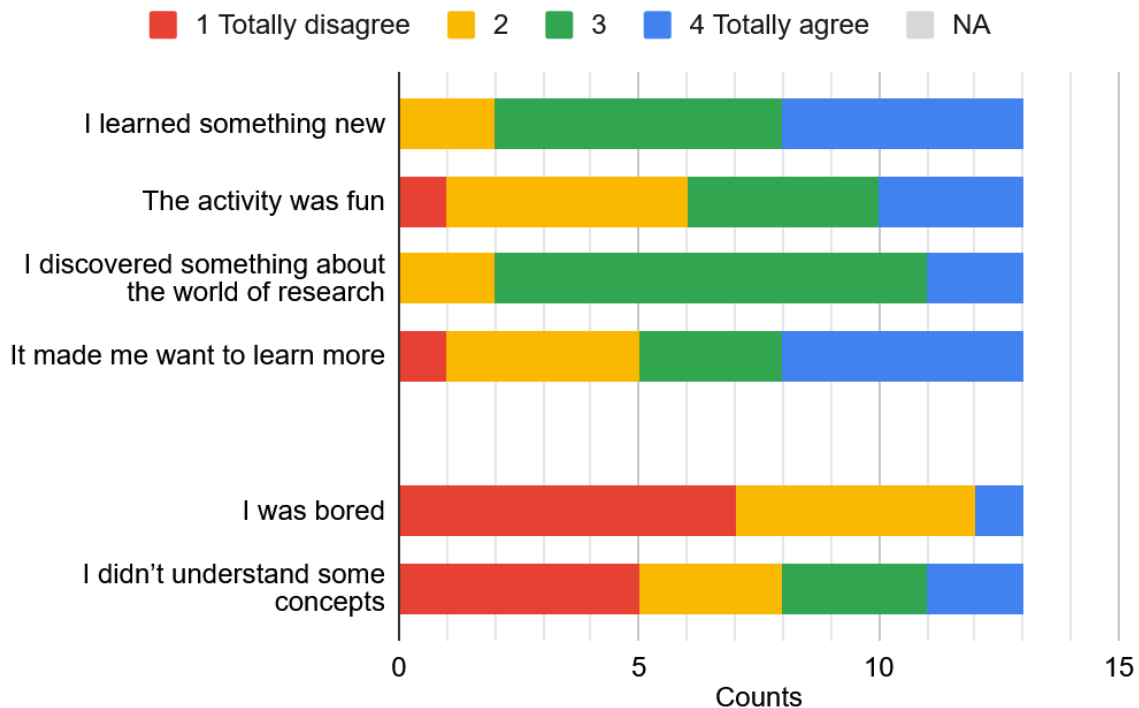


Free comments:

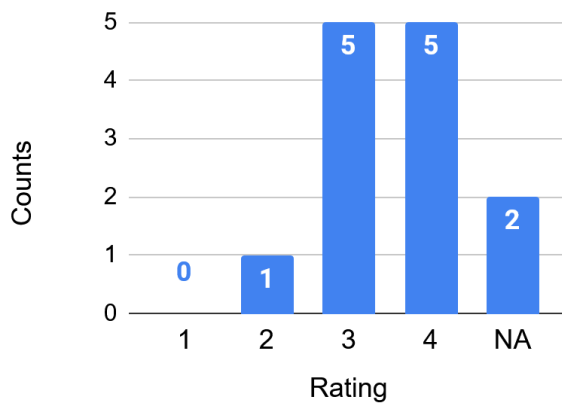
- Forse scrivere la traduzione di alcune parole meno conosciute.
- Well done!

Collective Phenomena: matter is more than the sum of its part (13 responses)

Level of agreement to sentences regarding the audience experience



General satisfaction measure (from 1 to 4)

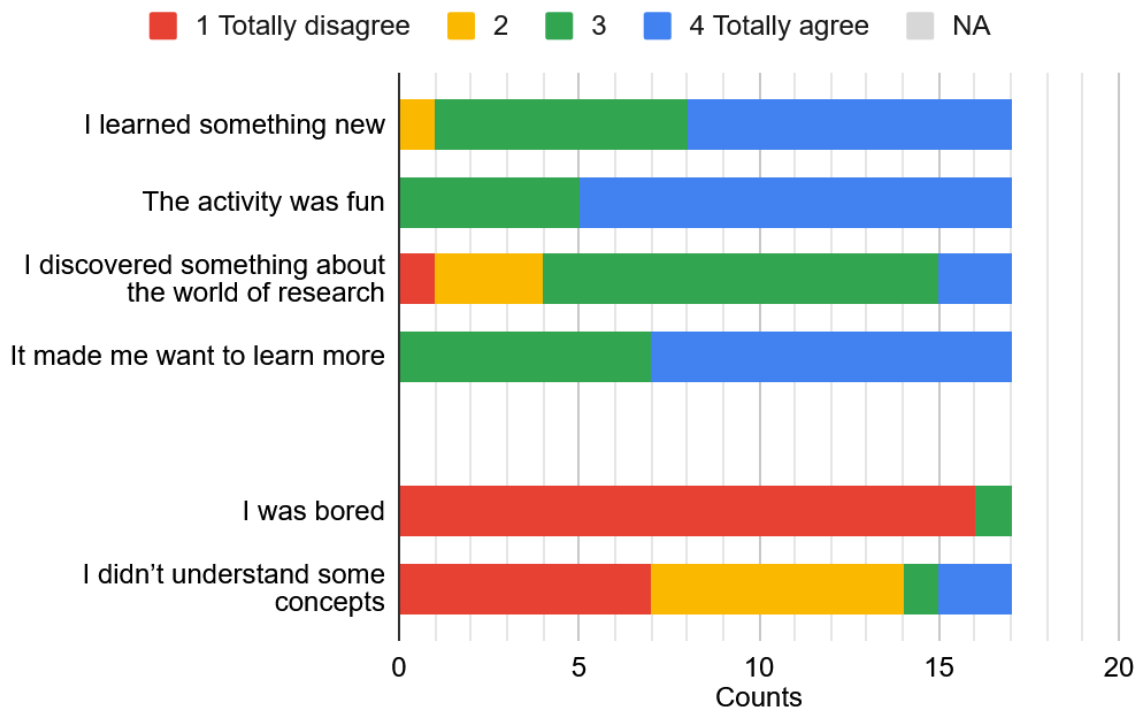


Free comments:

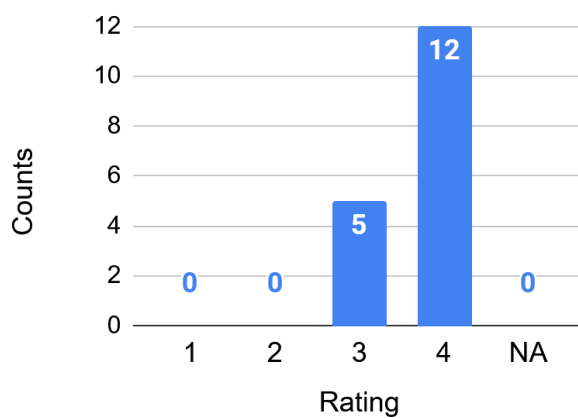
- Aggiungere qualche breve video o attività più interattiva
- More practical examples (such as a simple calculation to find a very basic property)

Cosmic conquerors: the ultimate space trivia battle (17 responses)

Level of agreement to sentences regarding the audience experience



General satisfaction measure (from 1 to 4)

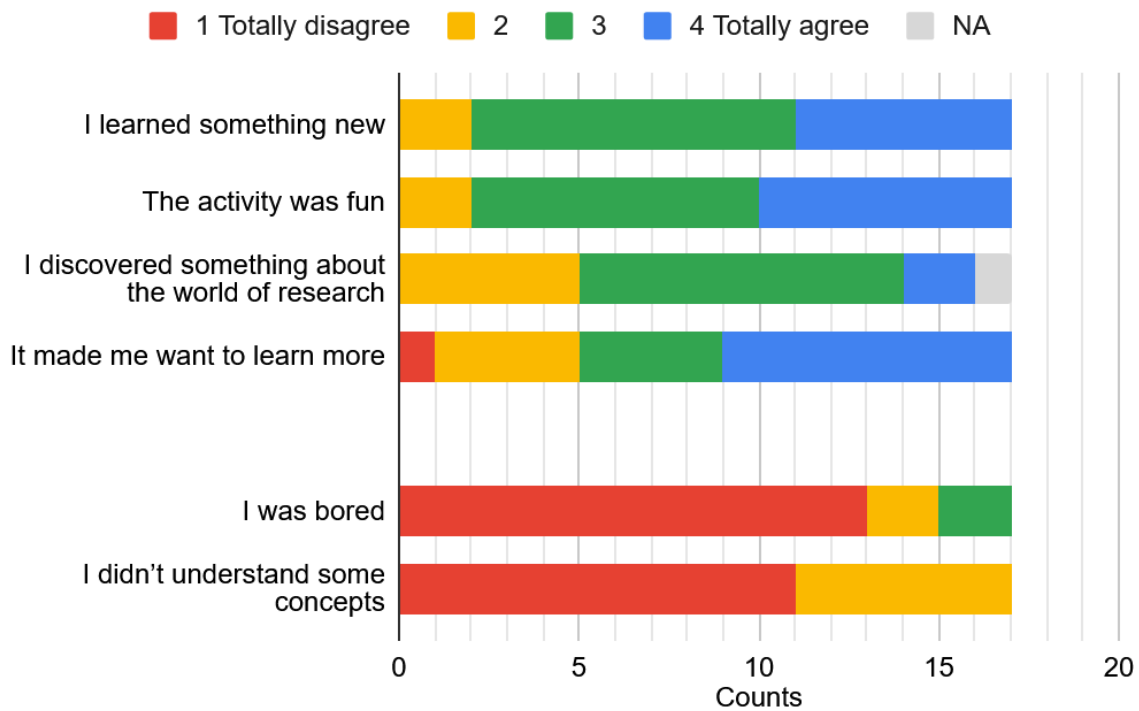


Free comments:

- *Very good!*

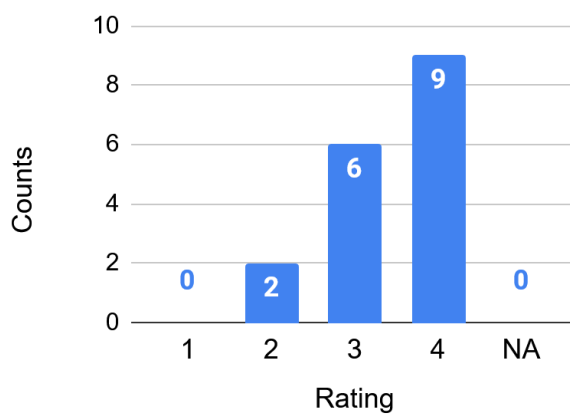
Simulation of the Universe: cooking in cosmology (17 responses)

Level of agreement to sentences regarding the audience experience



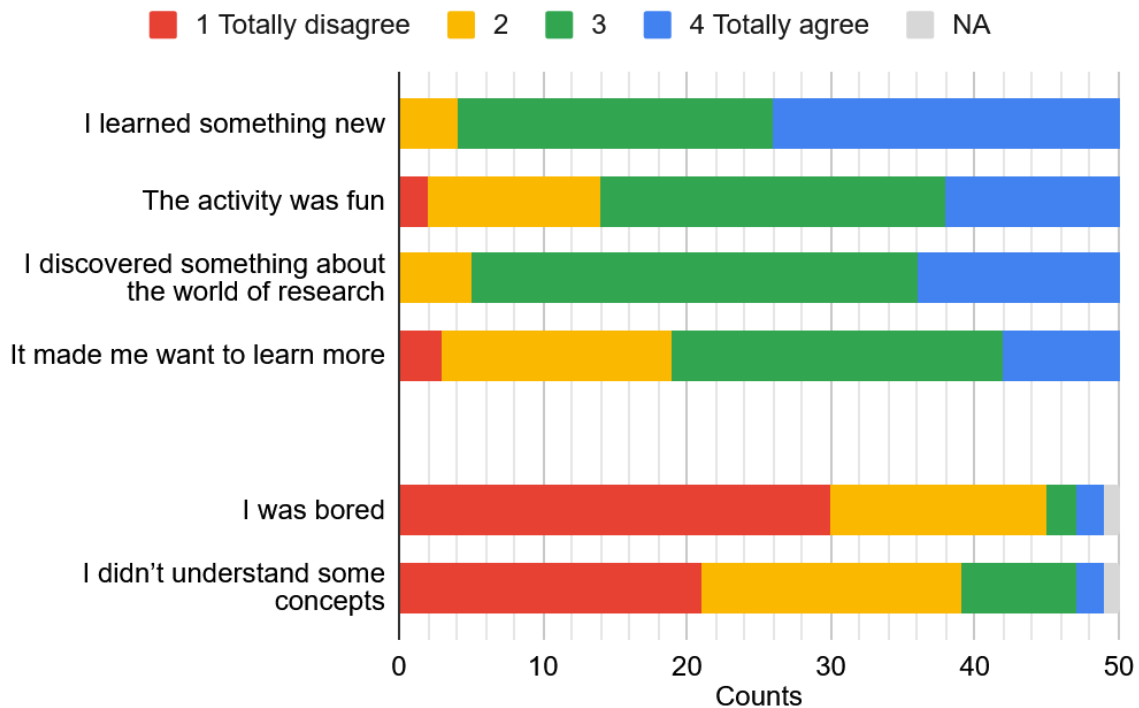
General satisfaction measure (from 1 to 4)

Free comments:

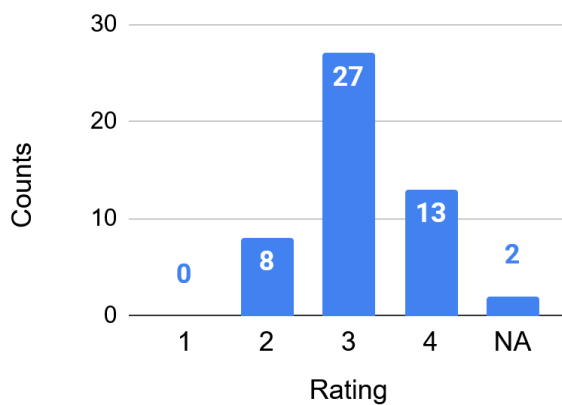


La complessità dell'ovvio: visione naturale e visione artificiale (50 responses)

Level of agreement to sentences regarding the audience experience



General satisfaction measure (from 1 to 4)

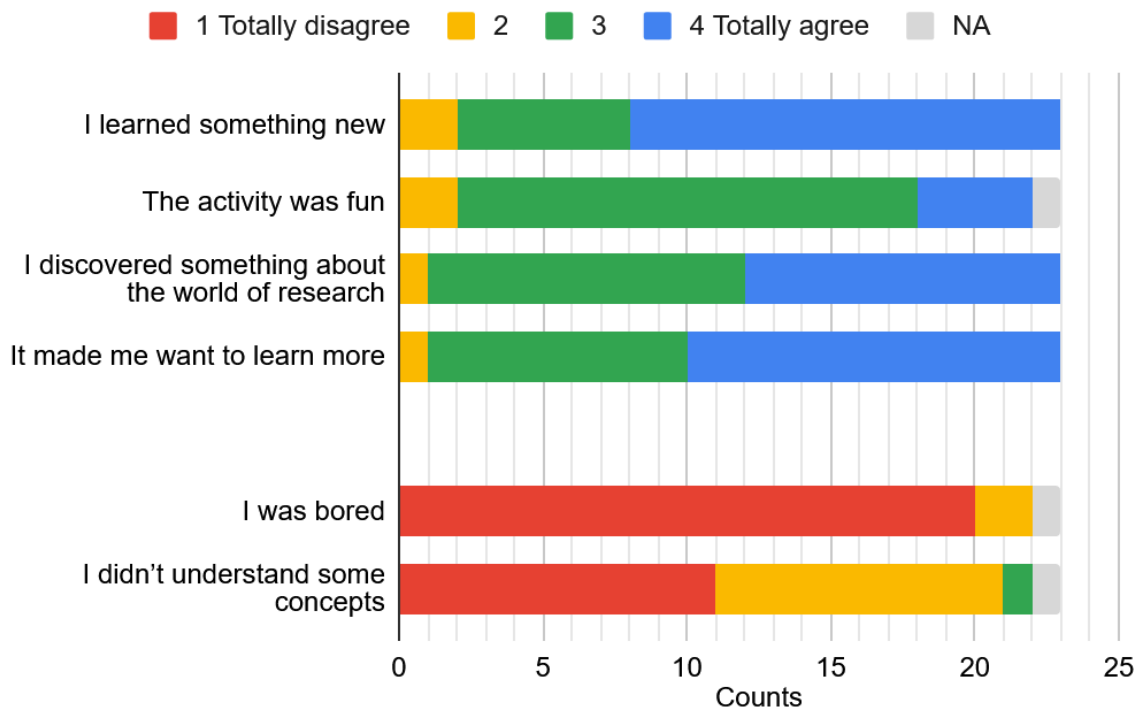


Free comments:

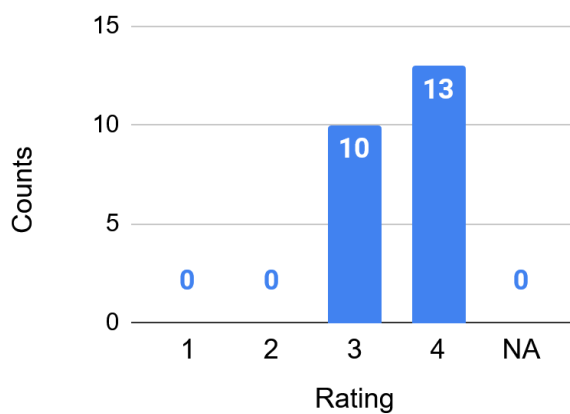
- Vorrei approfondire e forse vedere esempi pratici ancora più profondi nel funzionamento.
- Bravi!

Girare per il verso giusto: la matematica dietro le eliche (23 responses)

Level of agreement to sentences regarding the audience experience



General satisfaction measure (from 1 to 4)

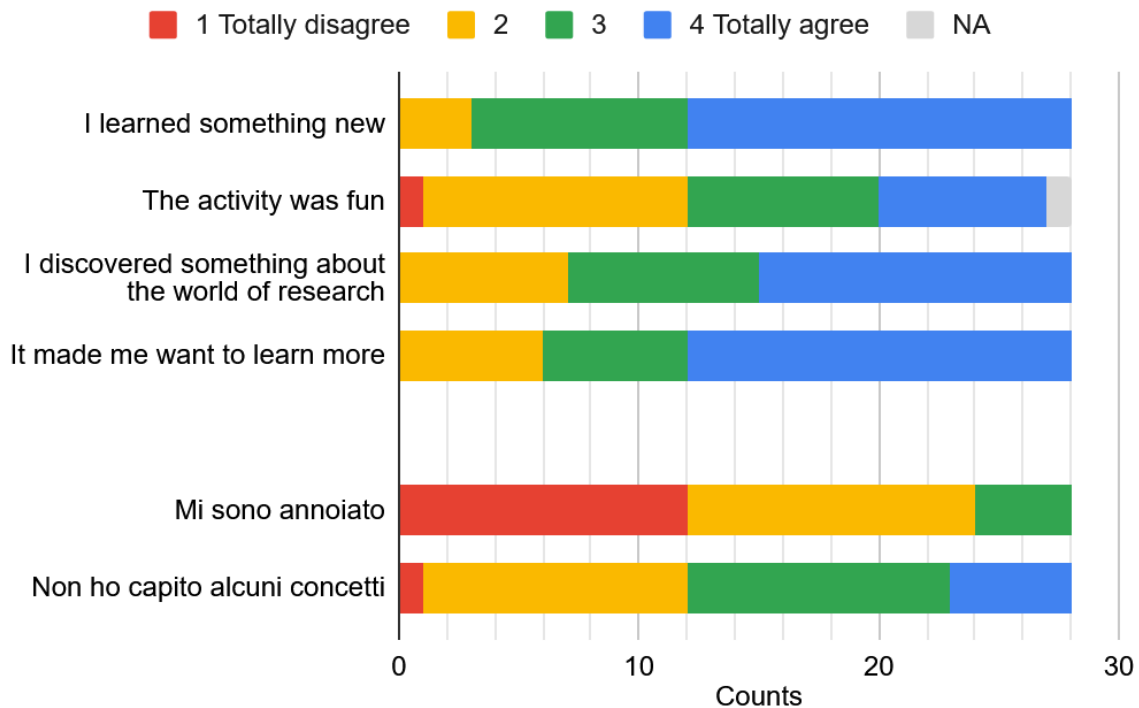


Free comments:

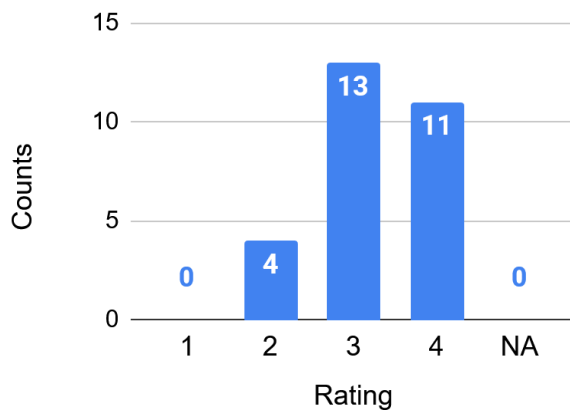
- *Presentazione ben strutturata, con linguaggio semplice e interessante.*
- *Molto interessante, presentazione comprensibile facilmente e intuitiva.*

Stringhe, spazi e simmetrie: tra geometria e fisica quantistica (28 responses)

Level of agreement to sentences regarding the audience experience



General satisfaction measure (from 1 to 4)

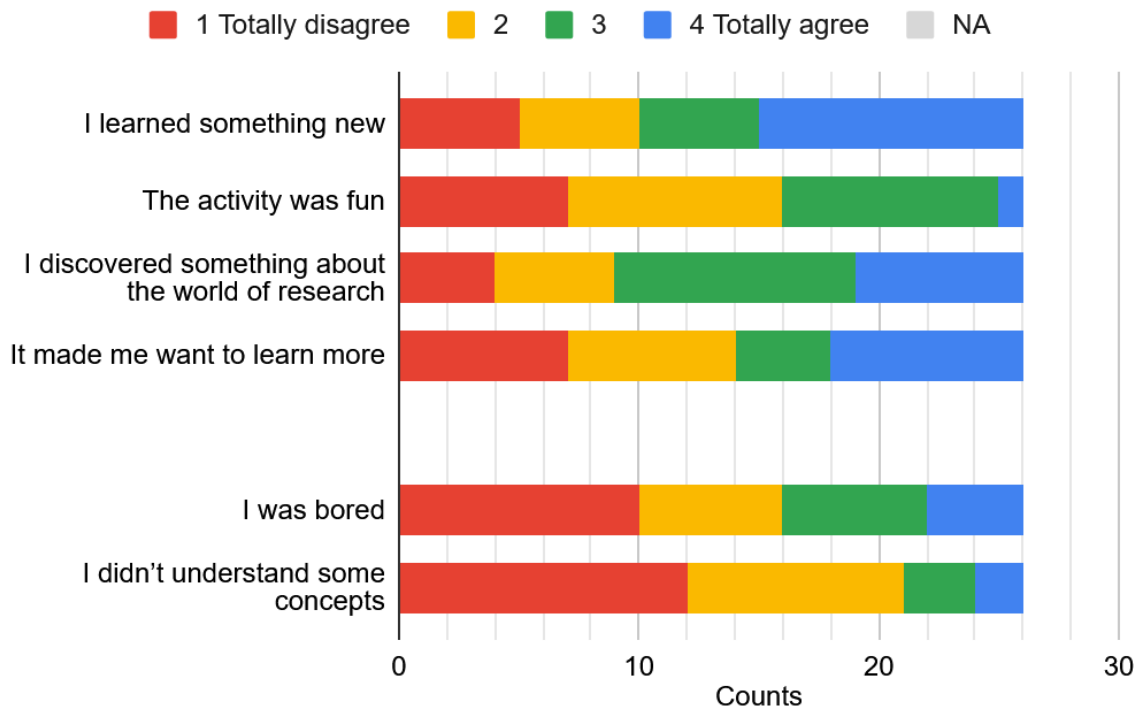


Free comments:

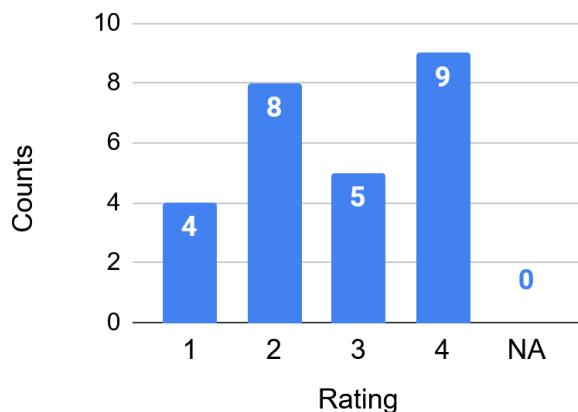
- *Troppo complicato, e questo si è visto nella poca preparazione.*
- *Illustrare la teoria con qualche immagine.*

Cosa succede ai materiali quando vengono colpiti da radiazioni? (26 responses)

Level of agreement to sentences regarding the audience experience



General satisfaction measure (from 1 to 4)



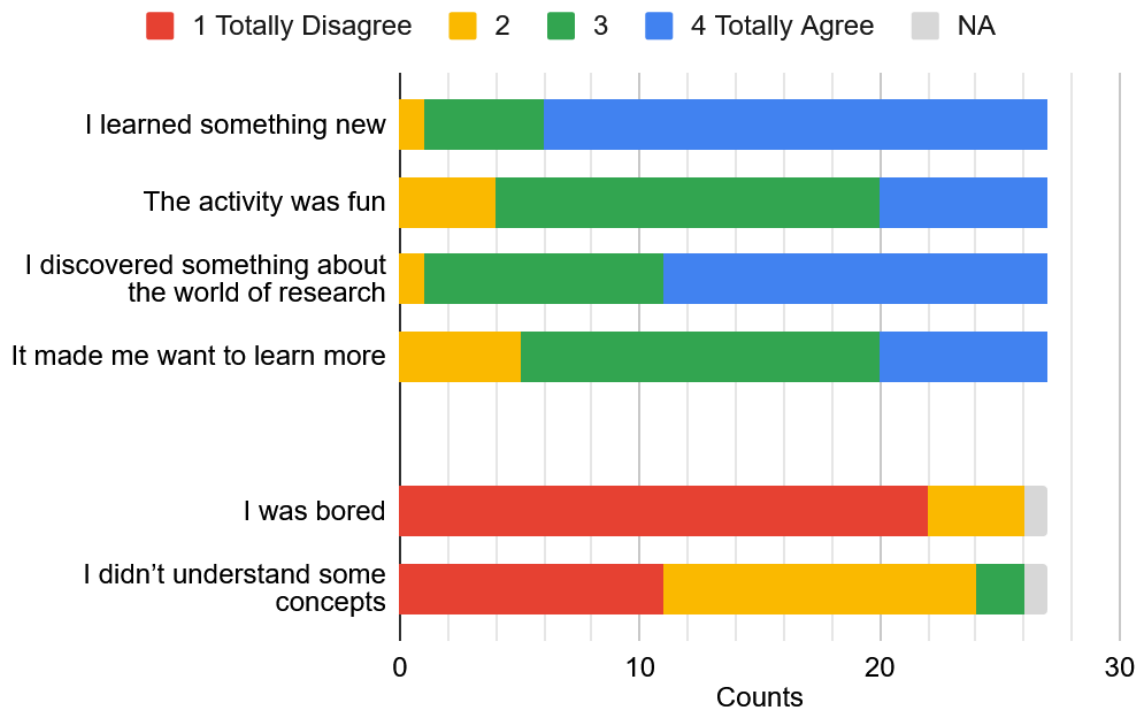
Free comments:

- Secondo me parlavano più della ricerca in generale che dell'effetto di radiazione
- Noiosissimo, sembrava una conferenza. Creare un ppt, esporlo interagendo con il pubblico.
- Siete stati molto competenti, complimenti.
- Avreste potuto parlare un po' di che effetti si verificano sui materiali nelle centrali nucleari e dei livelli di radiazioni che ci sono

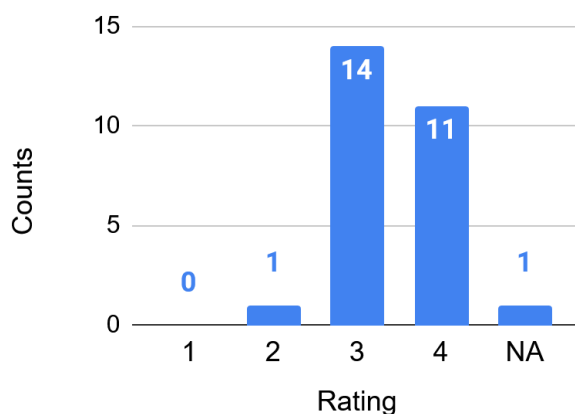
3.2.3 Evaluation of the workshops in the neuroscience laboratories

Lab 1A - Persone stimolanti e cervelli curiosi (27 responses)³

Level of agreement to sentences regarding the audience experience



General satisfaction measure (from 1 to 4)



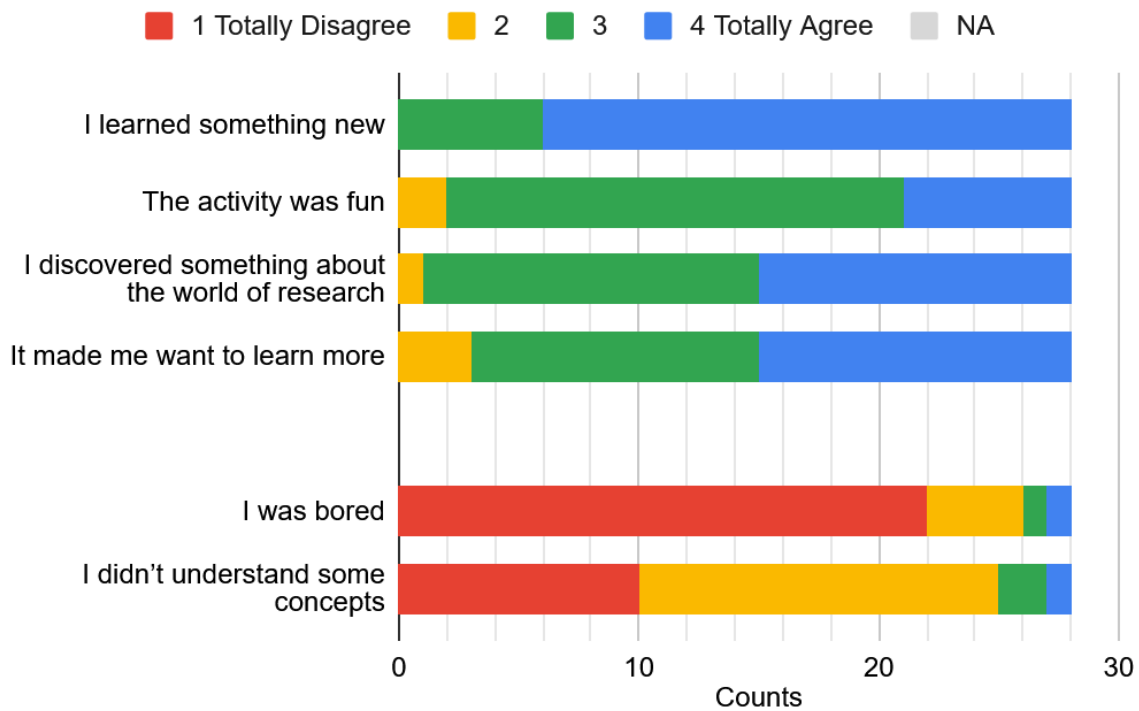
Free comments:

- Attività molto coinvolgente, bravi ❤️.
- Molto interessante l'applicazione di quanto spiegato.
- Far fare qualcosa di pratico agli studenti.

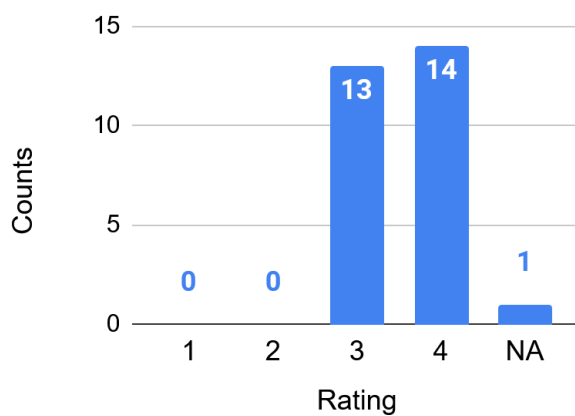
³ The lab workshop *Persone stimolanti e cervelli curiosi* was offered simultaneously by two different groups of researchers. For organizational and evaluation purposes, the two sessions were managed separately and are referred to as Lab 1A and Lab 1B.

Lab 1B - Persone stimolanti e cervelli curiosi (28 responses)

Level of agreement to sentences regarding the audience experience



General satisfaction measure (from 1 to 4)

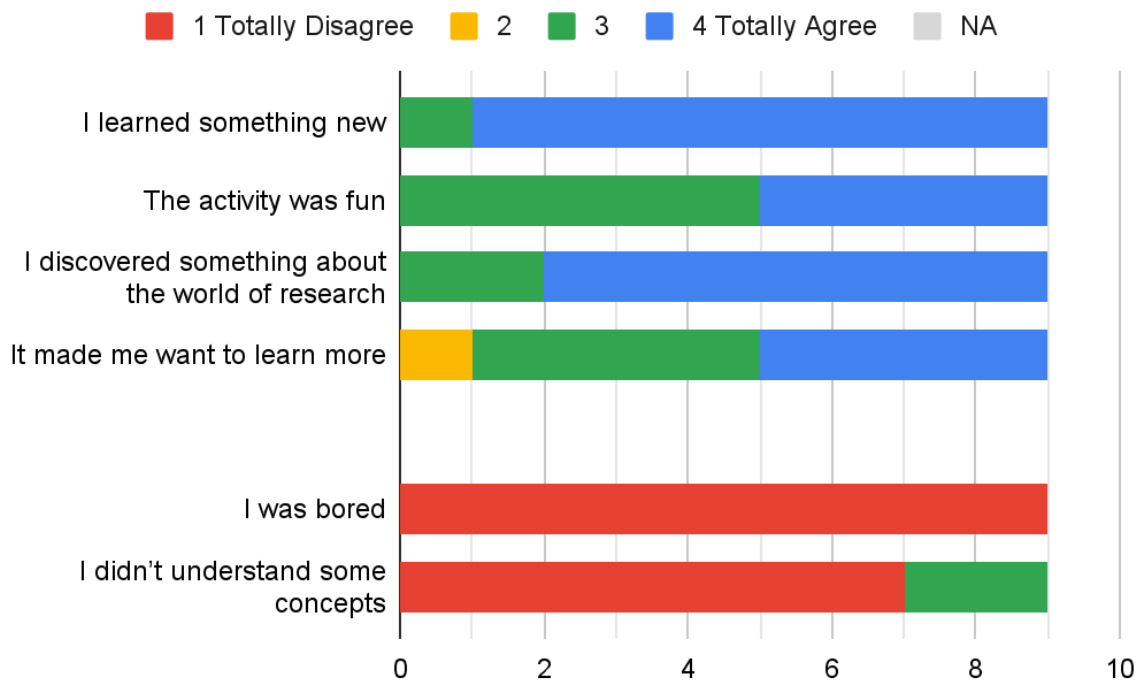


Free comments:

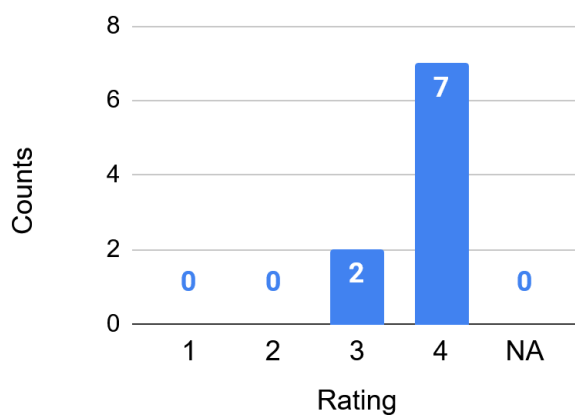
- *Mi piacerebbe provare.*
- *Bellissimo e interessantissimo!*

Lab 2 - Il viaggio del calcio nelle cellule del midollo spinale (9 responses)

Level of agreement to sentences regarding the audience experience



General satisfaction measure (from 1 to 4)

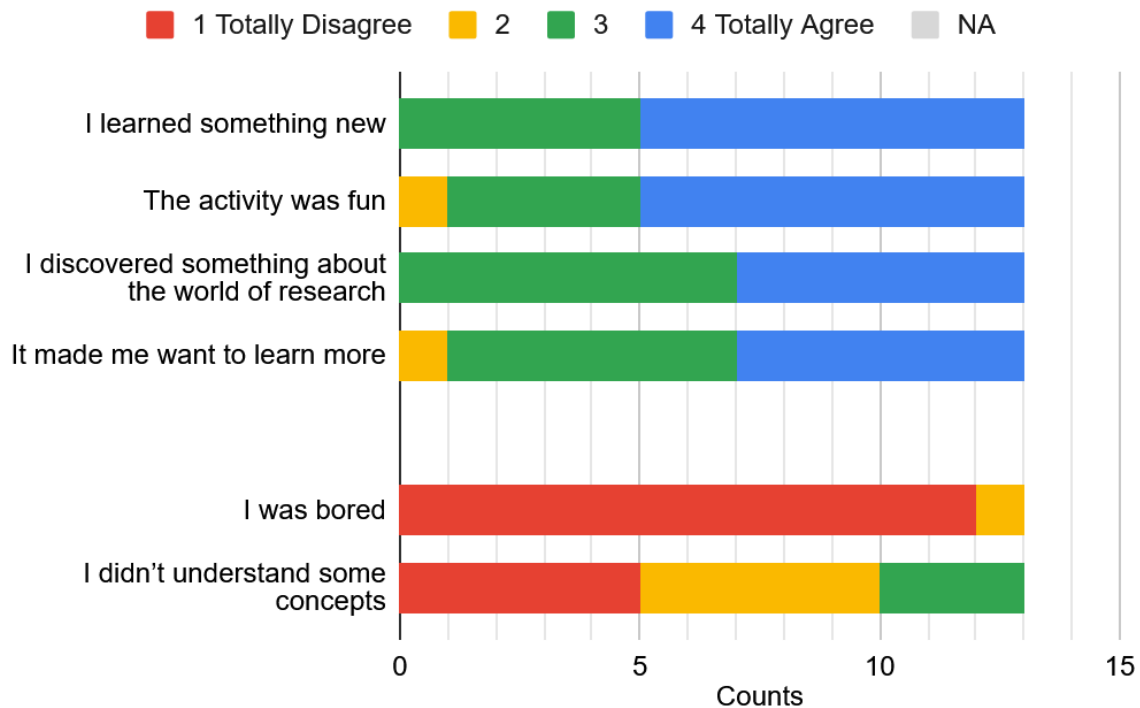


Free comments:

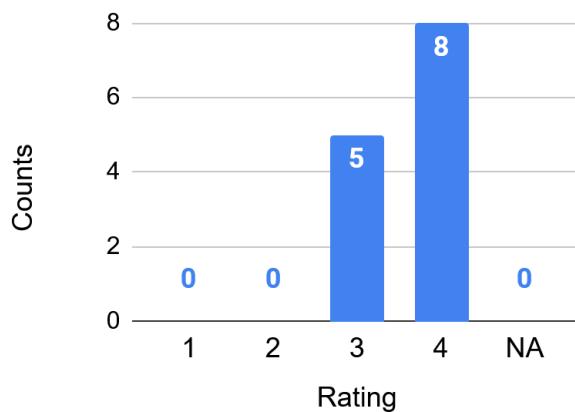
- *Lezione molto bella e interessante!
Molto utile e suggestivo
l'esperimento presentato.*

Lab 3 - Neuroni sotto stress: come comunicano durante l'infiammazione (13 responses)

Level of agreement to sentences regarding the audience experience



General satisfaction measure (from 1 to 4)

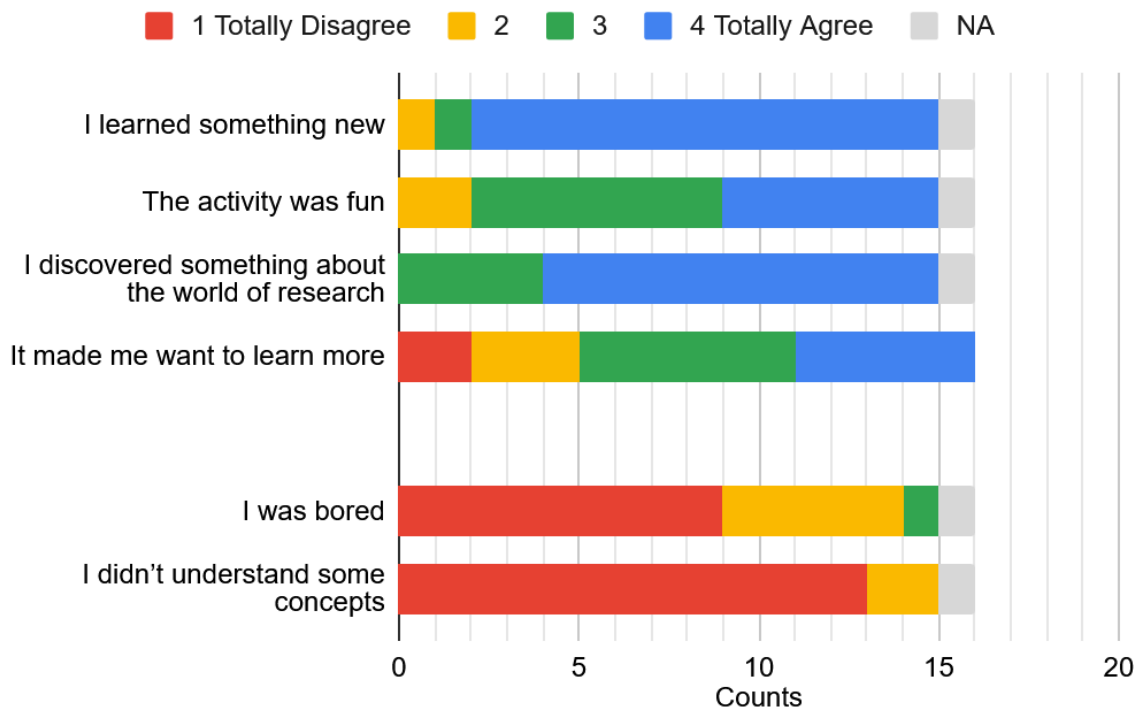


Free comments:

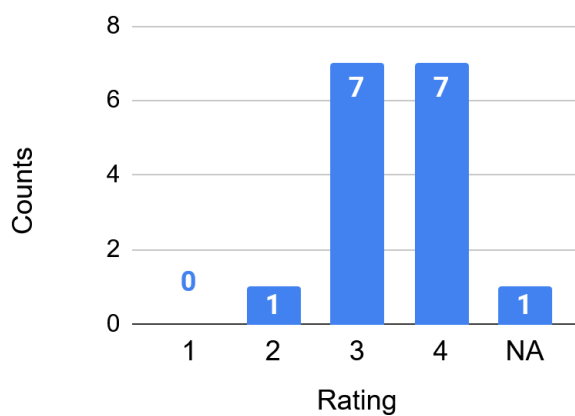
- *Mi è sembrato tutto molto interessante.*
- *Come alterare l'attività neurale a piacimento?*
- *È stata una bellissima esperienza.*

Lab 4 - Un moscerino in laboratorio (16 responses)

Level of agreement to sentences regarding the audience experience



General satisfaction measure (from 1 to 4)

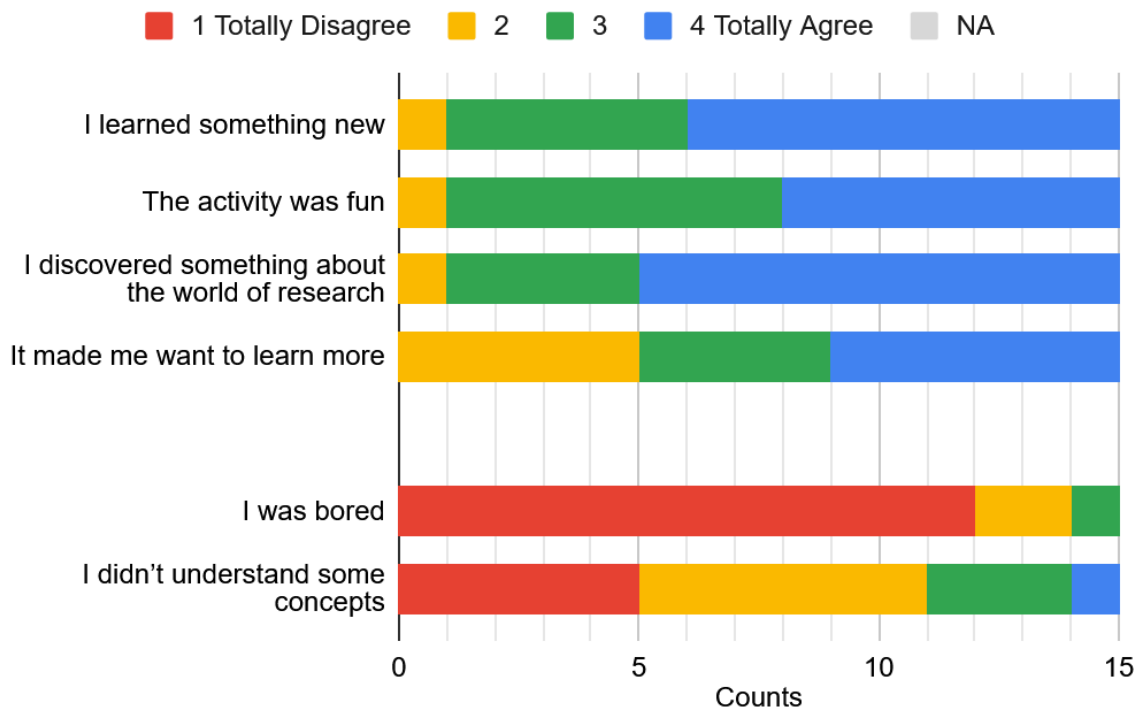


Free comments:

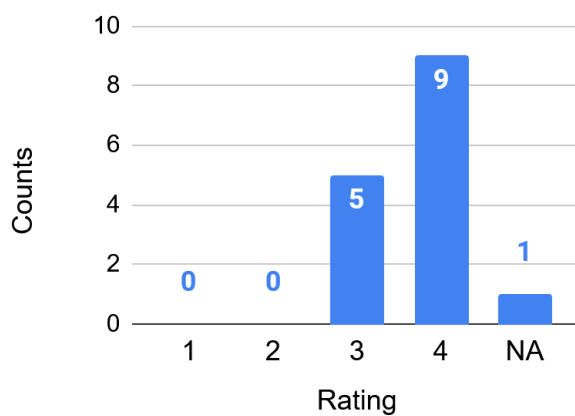
- Attività qualche minuto più lunga.
- Chiaro e preciso.

Lab 5 - La fabbrica delle proteine e i suoi instancabili operai (15 responses)

Level of agreement to sentences regarding the audience experience



General satisfaction measure (from 1 to 4)

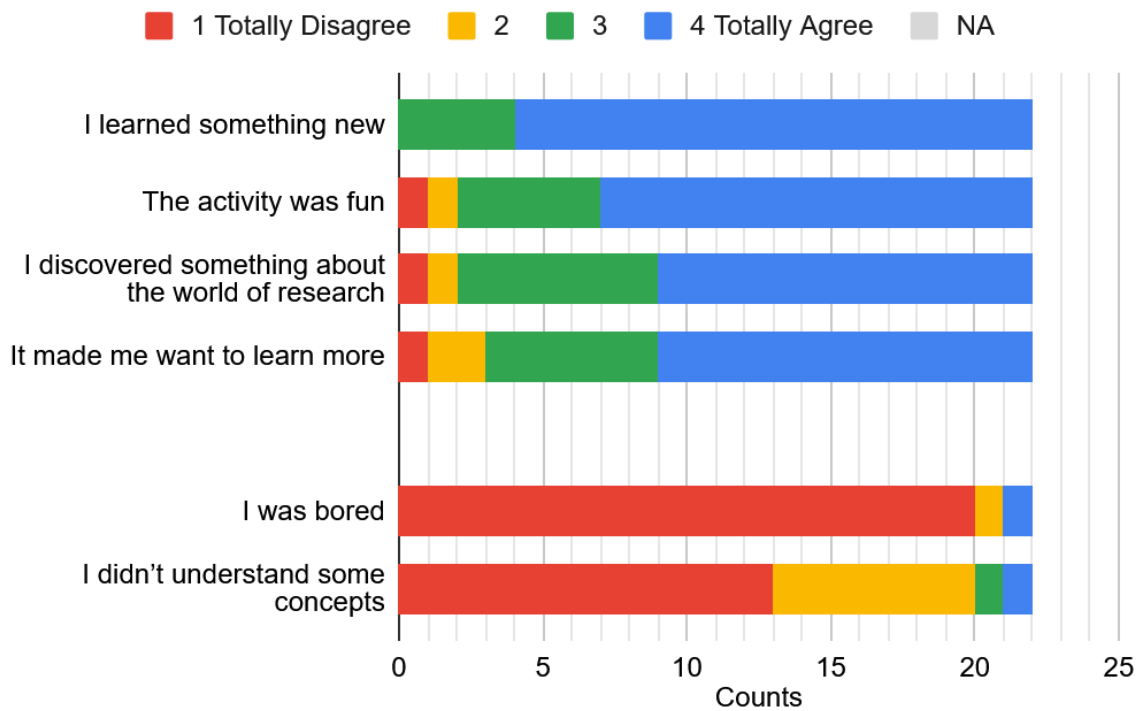


Free comments:

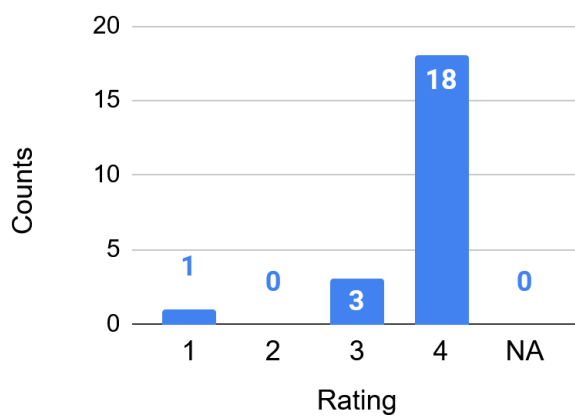
- *Veramente molto affettuosi gli operai.*

Lab 6 - Malattie rare e genetica: il caso FOXP1 (22 responses)

Level of agreement to sentences regarding the audience experience



General satisfaction measure (from 1 to 4)



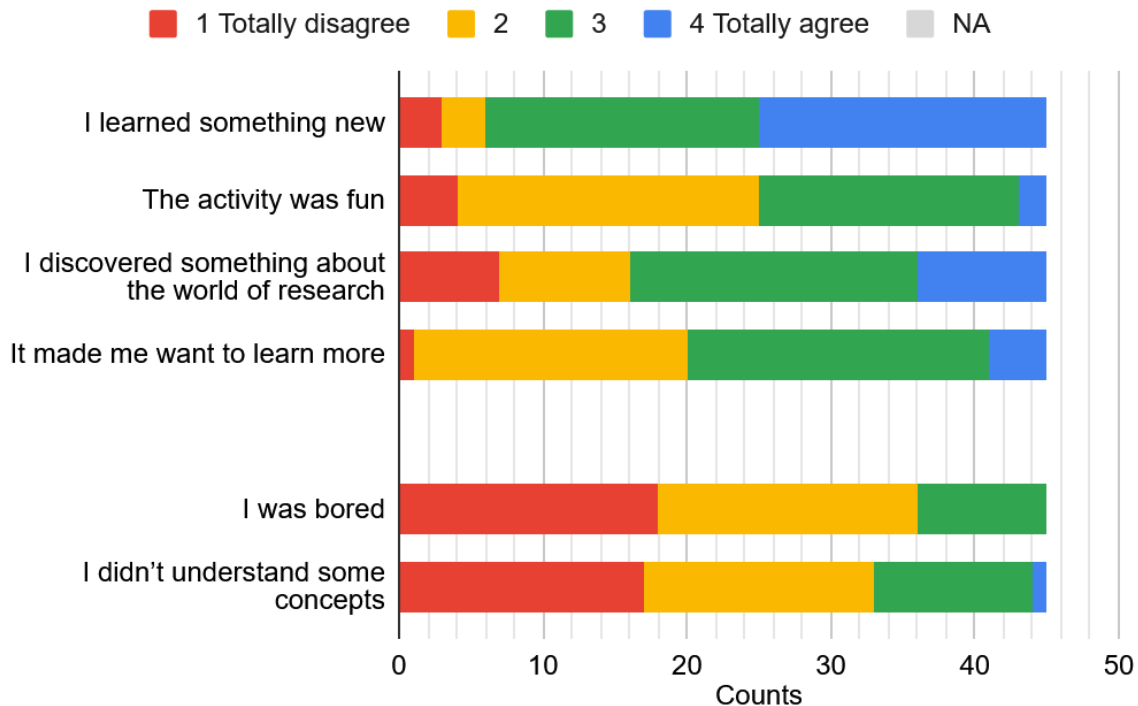
Free comments:

- *L'ho fatto solo perché mi ero operato al cuore da appena nato.*

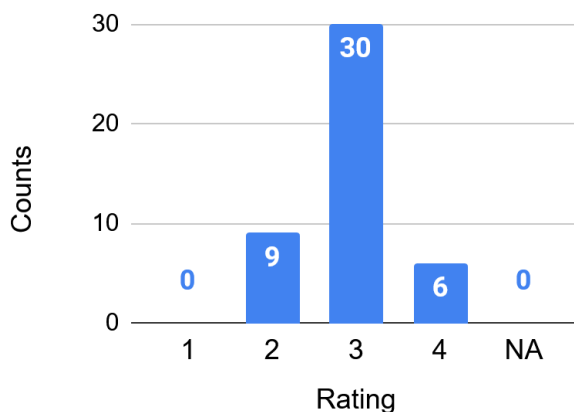
3.2.4 Evaluation of the exhibition *The history of the Universe at a glance*

The history of the Universe at a glance (45 responses)

Level of agreement to sentences regarding the audience experience



General satisfaction measure (from 1 to 4)



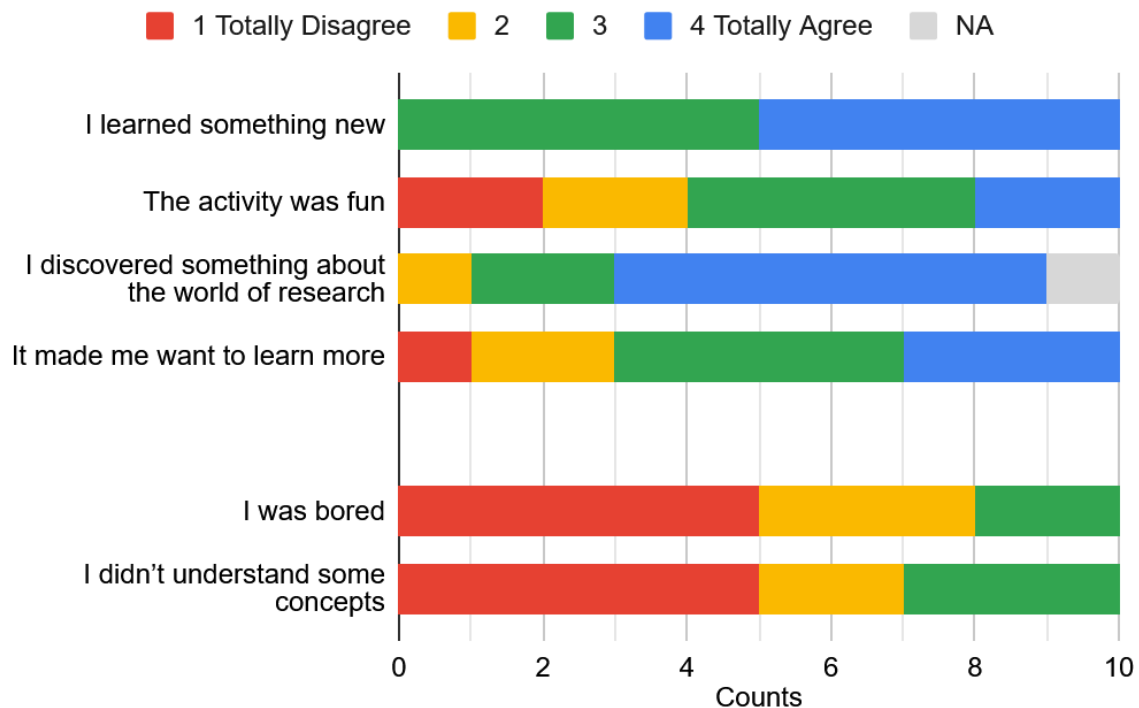
Free comments:

- Sarebbe bello se fosse più interattivo.
- Consigliarlo a quelli del liceo.
- Magari mostrare più fotografie 😊
- Mostrare più immagini o video.
- Alzare il tono della voce durante le spiegazioni soprattutto se passano gruppi "rumorosi".
- Scrivere sul depliant che era anche in inglese.
- Era organizzato molto bene.
- Bello, molto bello. Peccato che si stava per tutto il tempo in piedi
- Ho trovato l'attività estremamente interessante e formativa! Ho imparato tantissime cose nuove e mi piacerebbe continuare ad imparare ed informarmi su questo grandissimo e complessissimo universo di cui facciamo parte.
- La mostra è stata molto interessante e i ragazzi che hanno spiegato gli argomenti. Sono stati molto pazienti e disponibili per le domande.
- Ci vediamo l'anno prossimo!!!

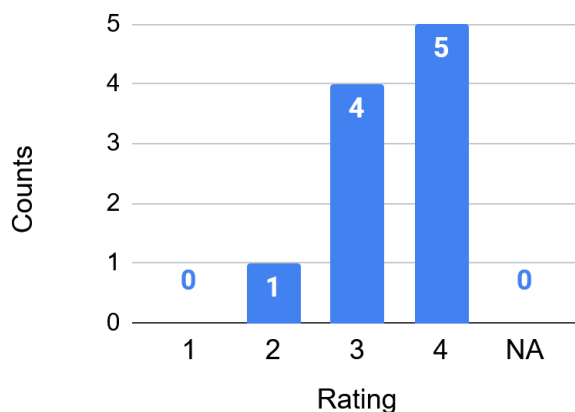
3.2.5 Evaluation of the *Science Dialogues*: interviews with scientists

Super e "quantum": computer, materiali, uomini e rivoluzioni (10 responses)

Level of agreement to sentences regarding the audience experience



General satisfaction measure (from 1 to 4)

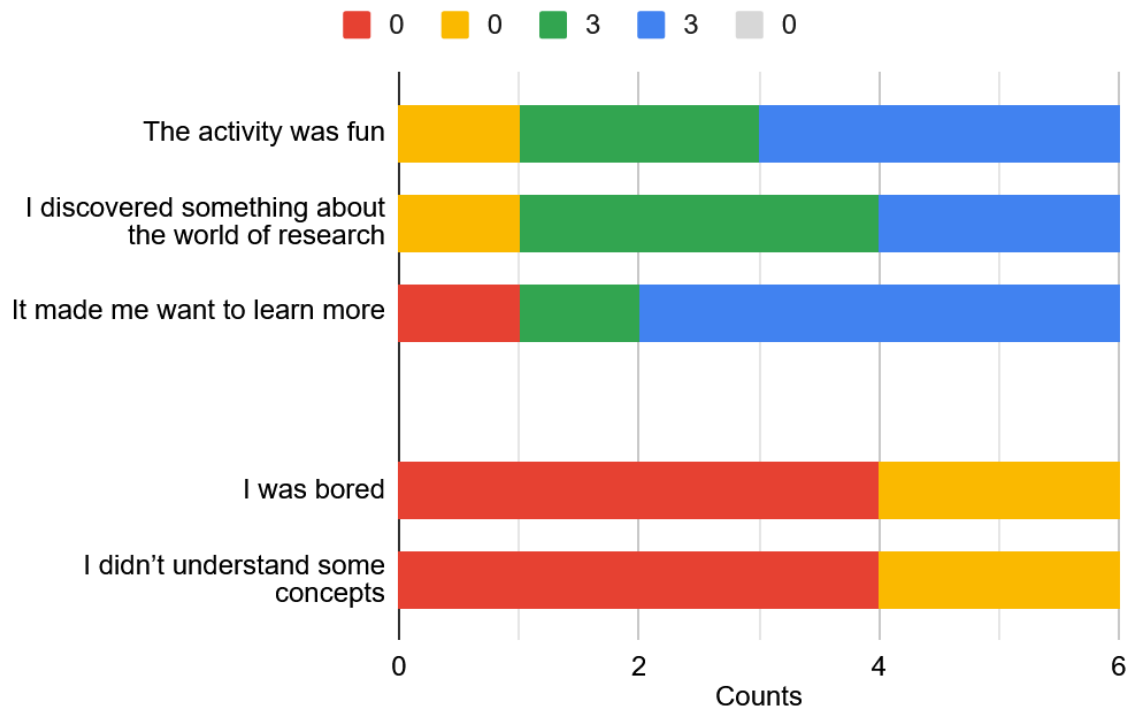


Free comments:

- Sarebbe stato utile mostrare delle illustrazioni e immagini per farsi un'idea migliore dell'argomento.
- Non ho critiche.

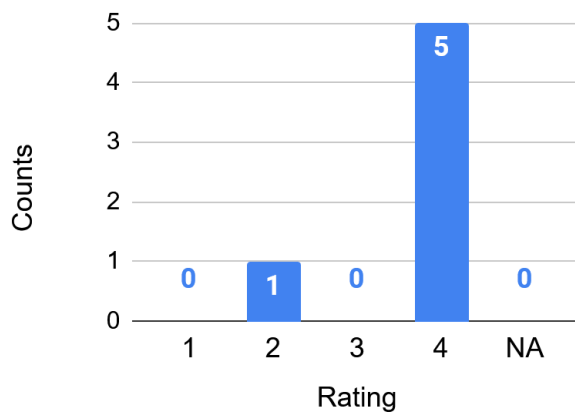
Listening to the universe: are gravitational waves changing astronomy? (6 responses)

Level of agreement to sentences regarding the audience experience



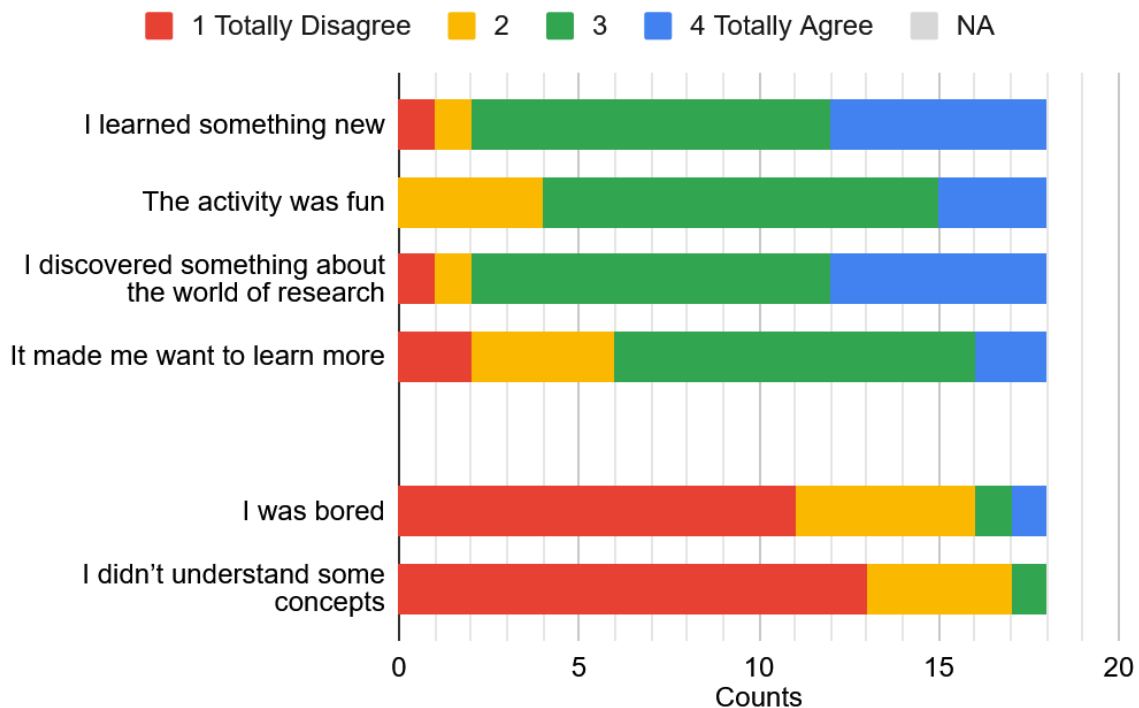
General satisfaction measure (from 1 to 4)

Free comments:

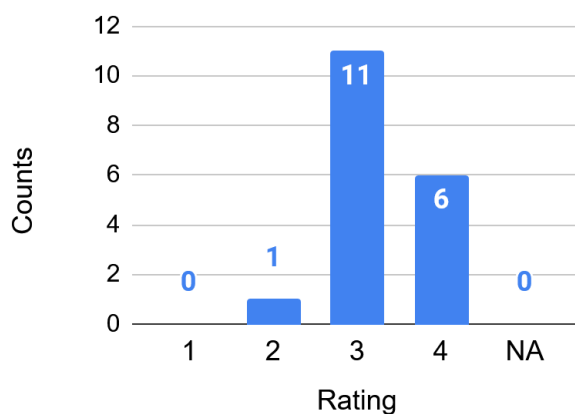


Odi et amo: le molte facce della ricerca (18 responses)

Level of agreement to sentences regarding the audience experience



General satisfaction measure (from 1 to 4)

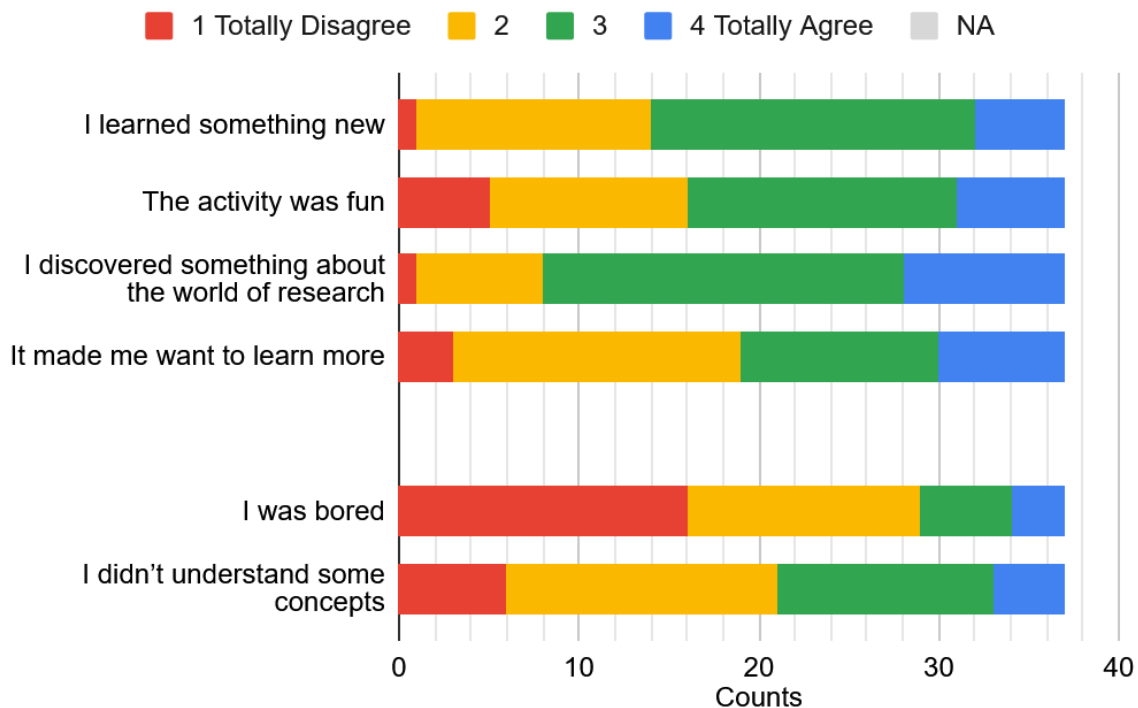


Free comments:

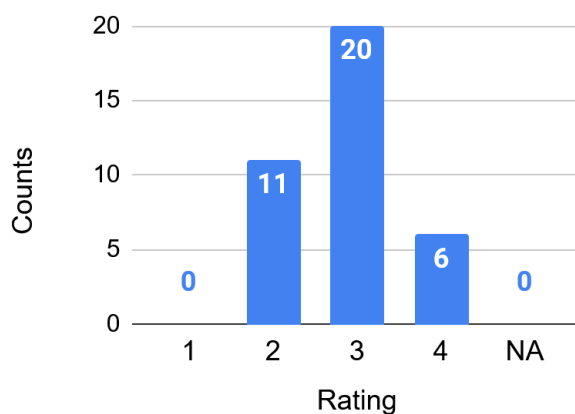
- Bello.
- Molto interessante e formativa!
Grazie dei consigli!!
- Fastidiosi alcuni ragazzi che chiacchieravano.
- Modo di parlare molto chiaro e intrattenente. Assolutamente gradito!

Traiettorie anomale: dalla chimica alla ricerca per il cancro (37 responses)

Level of agreement to sentences regarding the audience experience



General satisfaction measure (from 1 to 4)

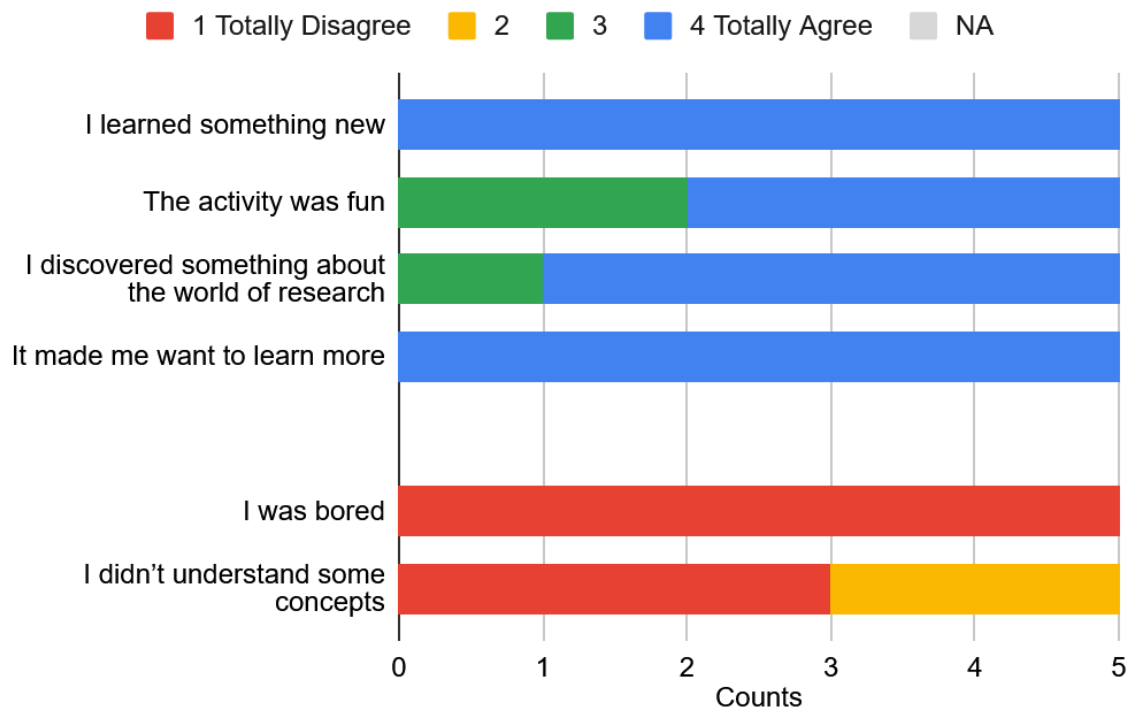


Free comments:

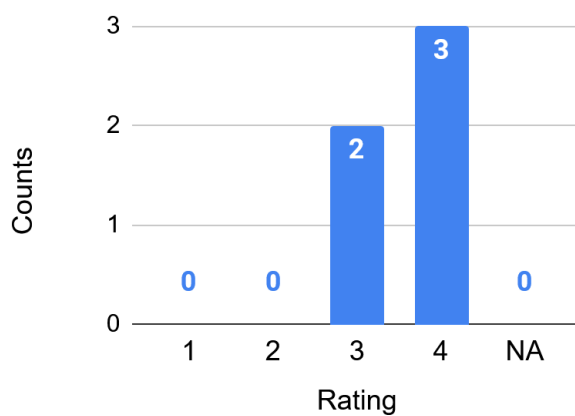
- Userei meno le slide, parlando più direttamente.
- Parlare più specificamente delle patologie e come si cerca di curarle in modo meno tecnico.
- Simpatico Riccardo.
- Un po' meno vita personale.
- Rendere l'attività più interattiva.
- Forse a tratti le informazioni erano molto specifiche e complicate.
- Si potrebbero semplificare un po' gli argomenti con disegni.
- È stata un po' dispersiva.
- Vorrei approfondire l'argomento in classe.

Materiali fantastici e come trovarli... con la fisica e i computer (5 responses)

Level of agreement to sentences regarding the audience experience



General satisfaction measure (from 1 to 4)

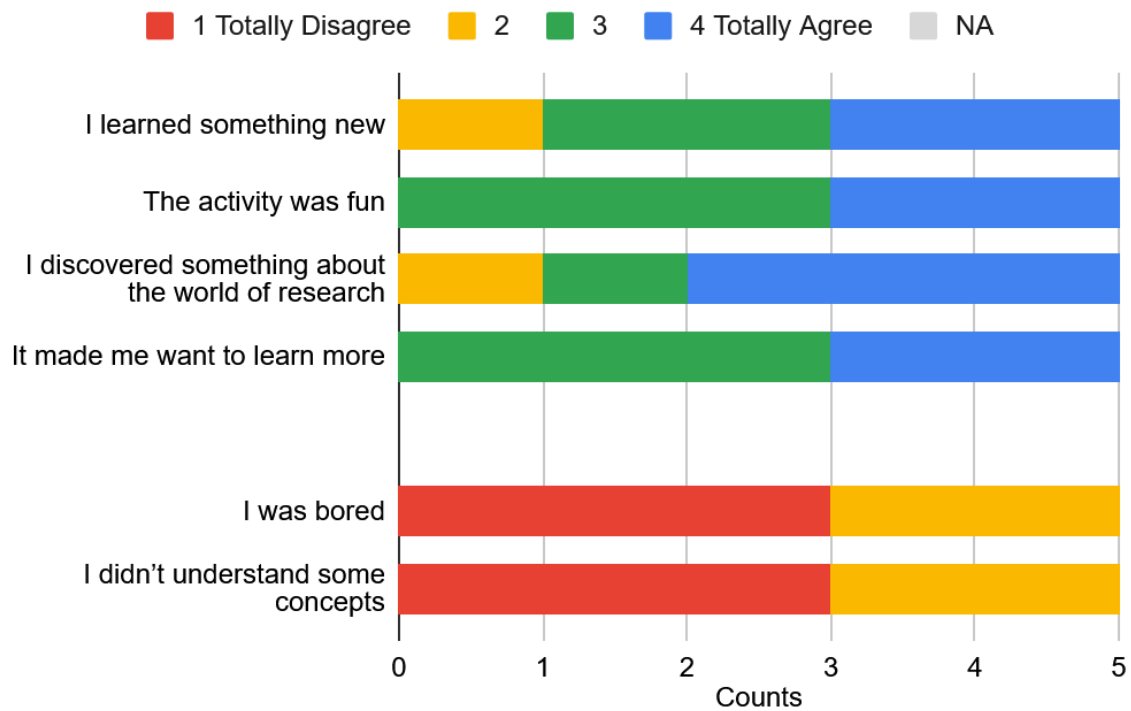


Free comments:

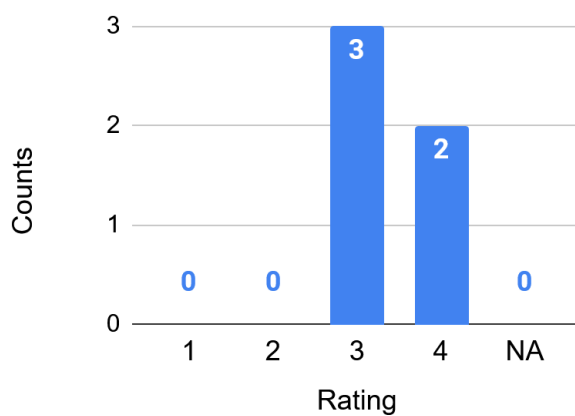
- *Continuate a fare queste attività.*

Un matematico si racconta attraverso i film (5 responses)

Level of agreement to sentences regarding the audience experience



General satisfaction measure (from 1 to 4)



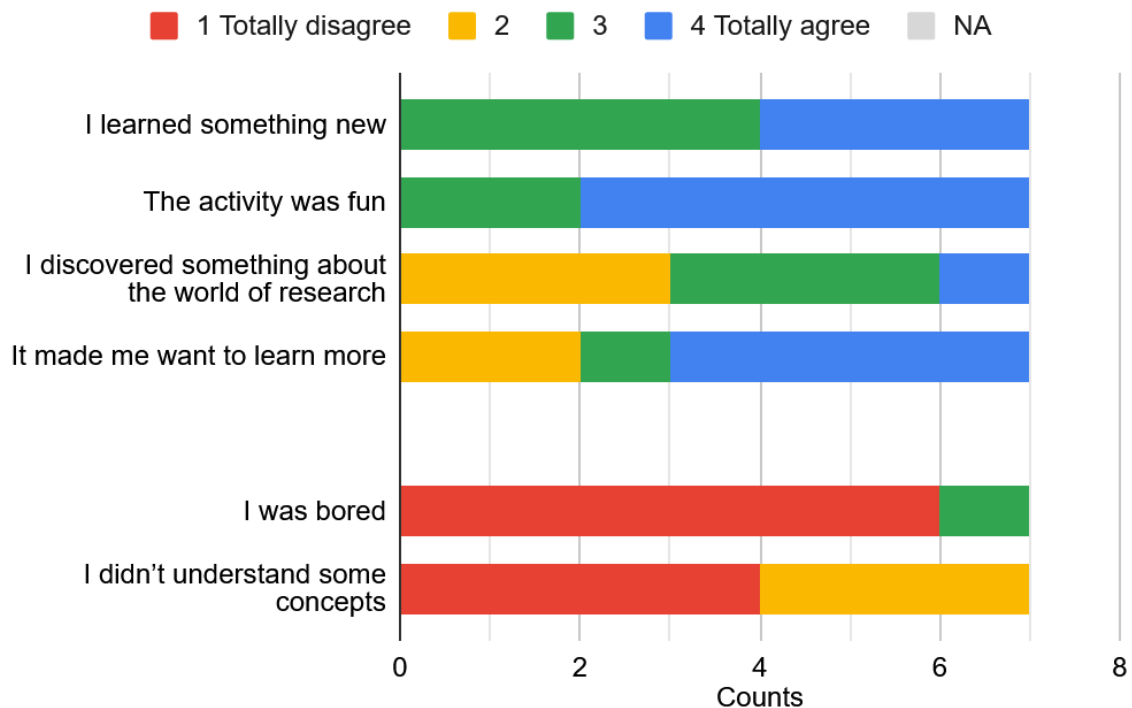
Free comments:

- *Ottimo per il film che sto facendo.*

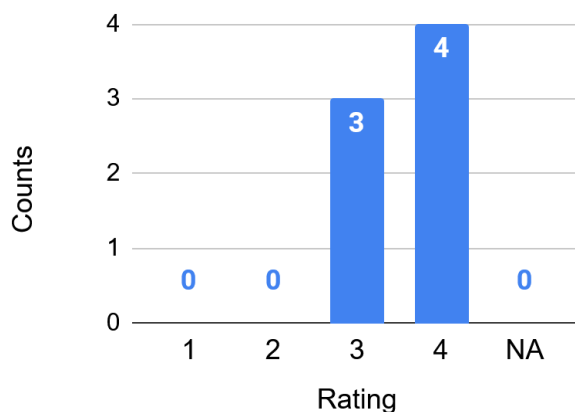
3.2.6 Evaluation of the *Ask me anything* sessions

Fare il giro del mondo con la ricerca (7 responses)

Level of agreement to sentences regarding the audience experience



General satisfaction measure (from 1 to 4)

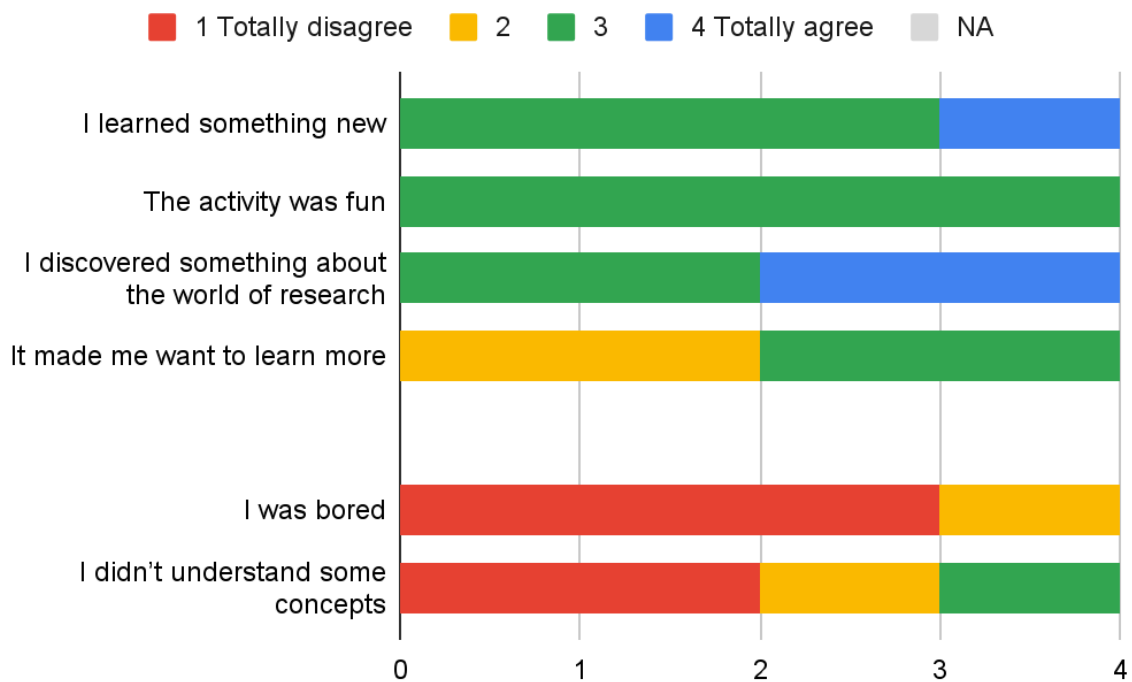


Free comments:

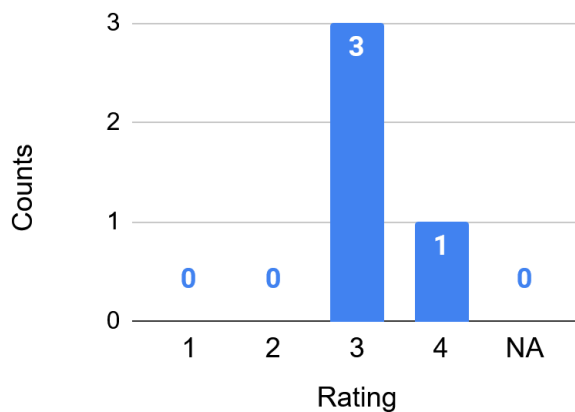
- *Non ho critiche, sono state molto disponibili!*
- *Non ho critiche.*

Come si diventa scienziati? La vita nella ricerca pre e post dottorato (4 responses)

Level of agreement to sentences regarding the audience experience



General satisfaction measure (from 1 to 4)

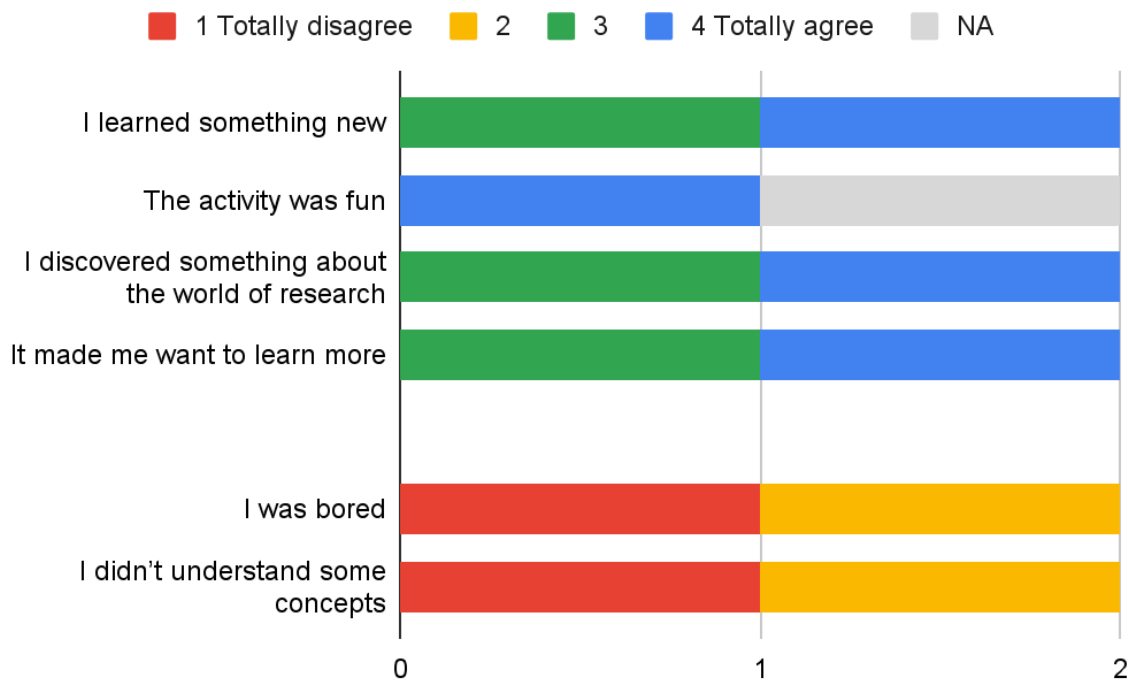


Free comments:

- *Molto interessante l'argomento!*

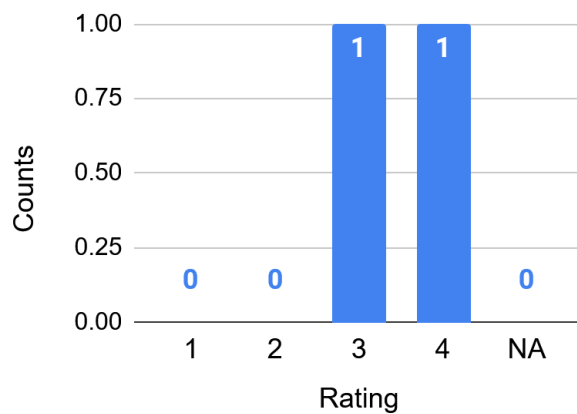
Come pensiamo? Ma pensiamo? Che ne pensi? (2 responses)

Level of agreement to sentences regarding the audience experience



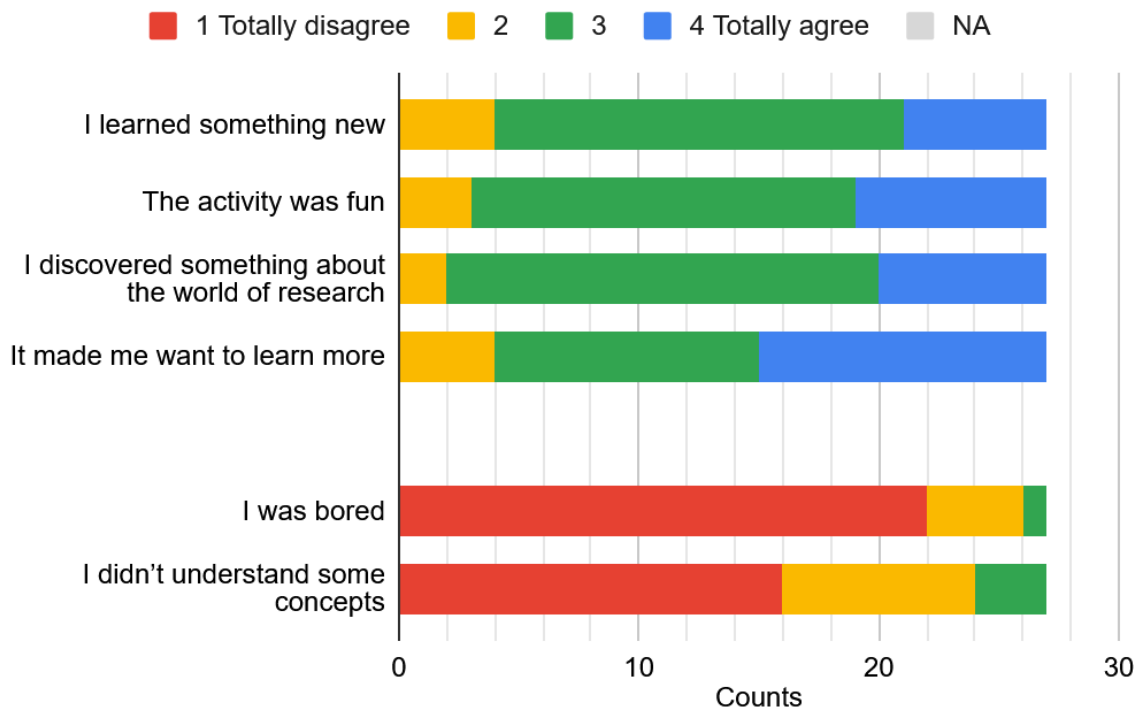
General satisfaction measure (from 1 to 4)

Free comments:

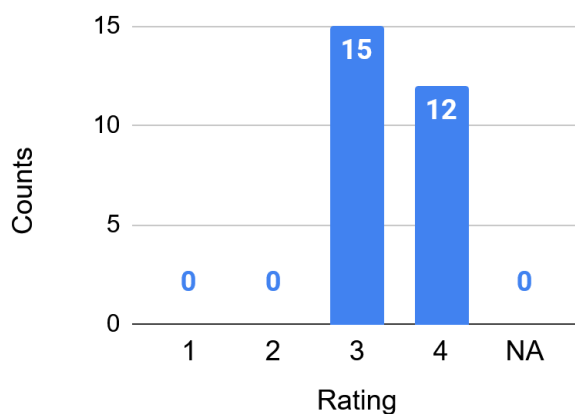


Stelle esplosive, gravità e buchi neri. Dentro e oltre la ricerca (27 responses)

Level of agreement to sentences regarding the audience experience



General satisfaction measure (from 1 to 4)

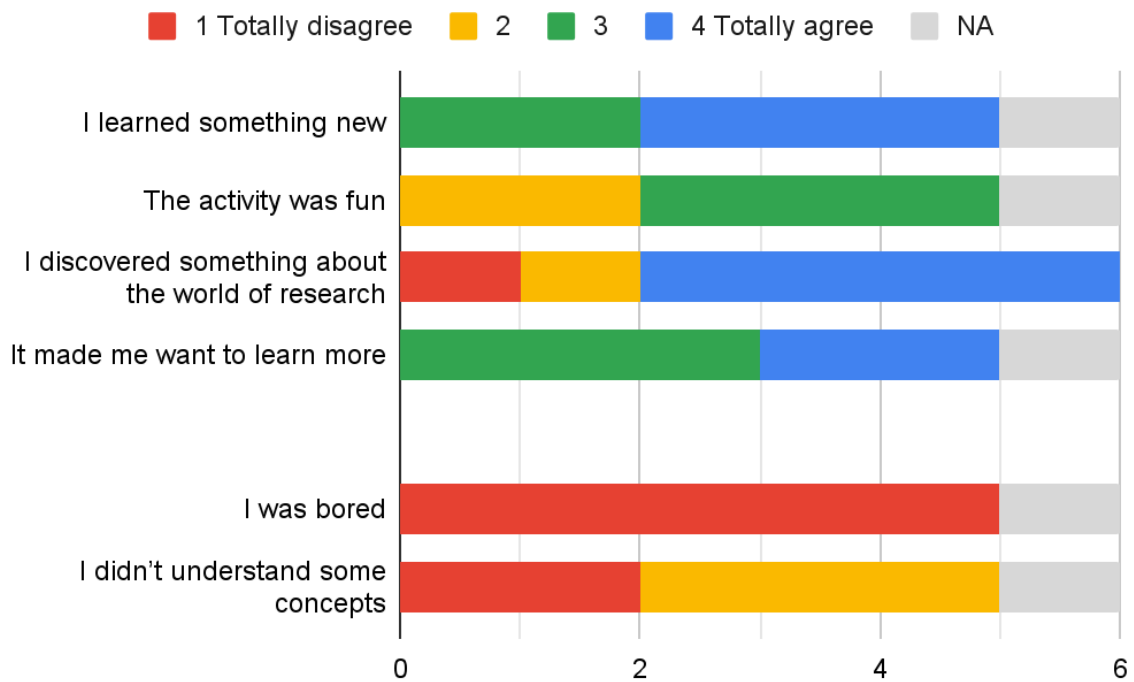


Free comments:

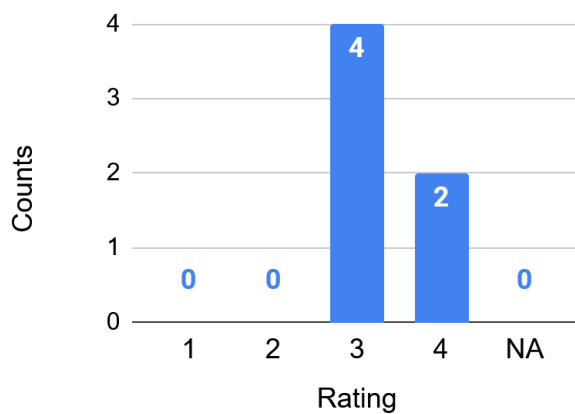
- Ho imparato la parola "massivo".
- Bello 😊
- Un'ora troppo poco
- Molto bravi a spiegare e molto interessante l'argomento spiegato. Soprattutto i buchi neri.
- Ricercatori molto bravi ad esporre. Sono riuscita a capire anche i concetti più difficili.
- È stato un incontro breve in cui i concetti piuttosto complicati sono stati spiegati in modo accessibile a tutti. Purtroppo ho scoperto poco di nuovo ma è stato comunque intrattenente.

Lo Yin e lo Yang dell'universo: la dualità nella fisica teorica (6 responses)

Level of agreement to sentences regarding the audience experience



General satisfaction measure (from 1 to 4)

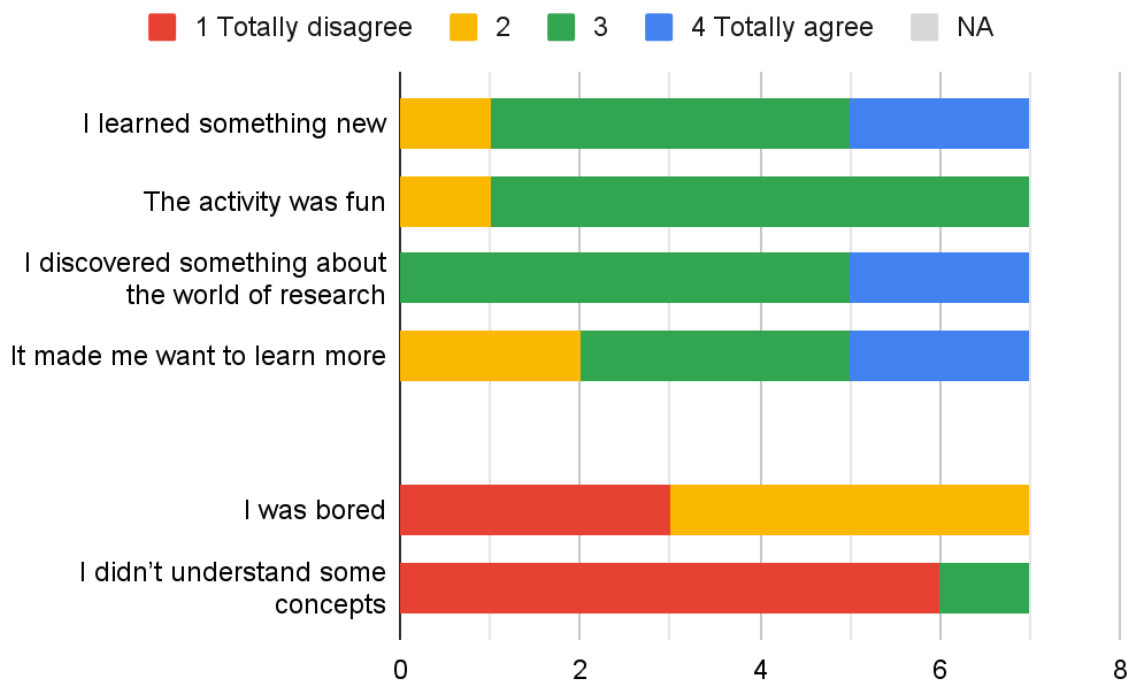


Free comments:

- *Relatori molto colti, intelligenti e simpatici!*

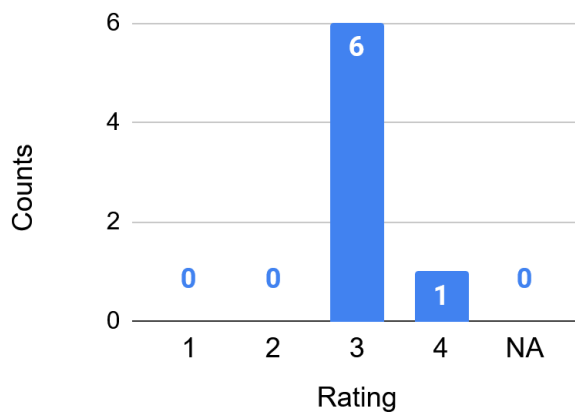
In bici a Tokyo ho incontrato una matematica che mi ha parlato di IA (7 responses)

Level of agreement to sentences regarding the audience experience



General satisfaction measure (from 1 to 4)

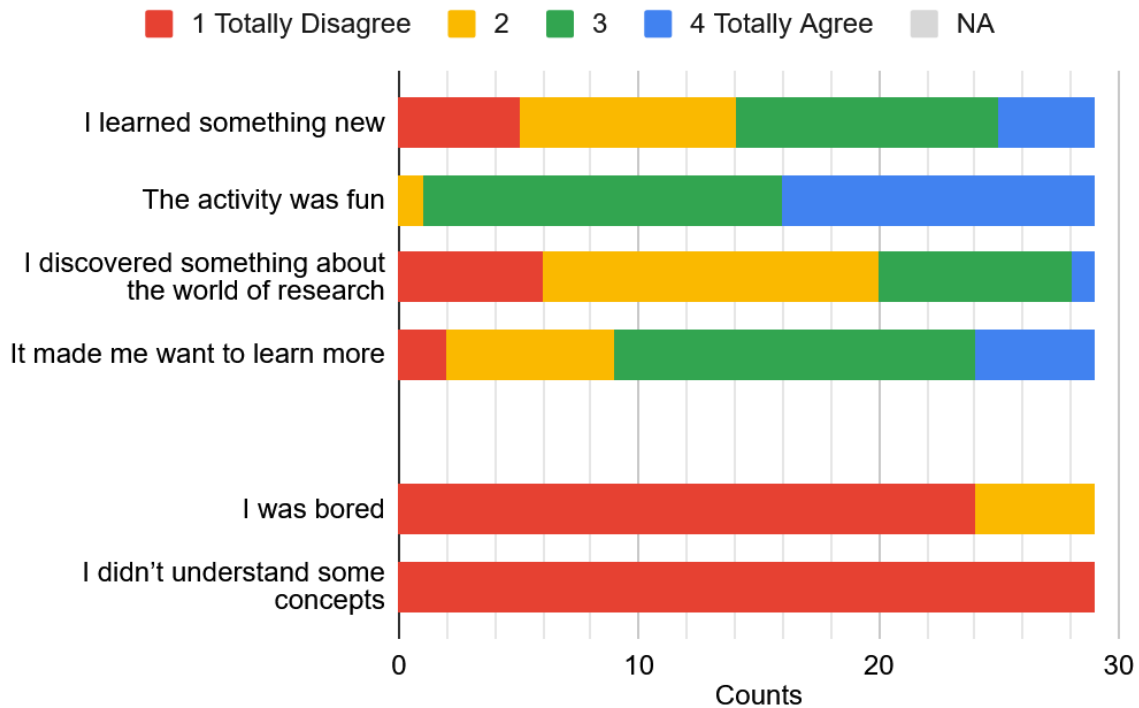
Free comments:



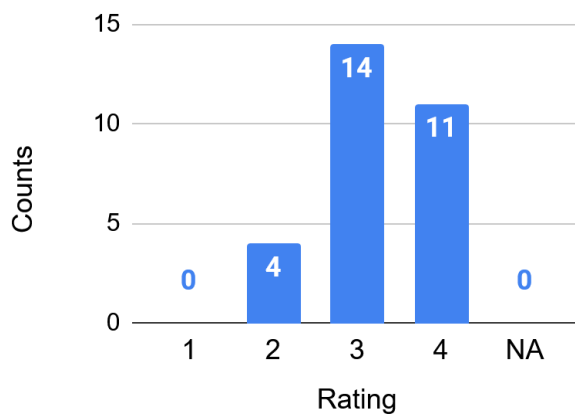
3.2.7 Evaluation of the discussion game

L'intelligenza artificiale nella nostra società (29 responses)

Level of agreement to sentences regarding the audience experience



General satisfaction measure (from 1 to 4)



Free comments:

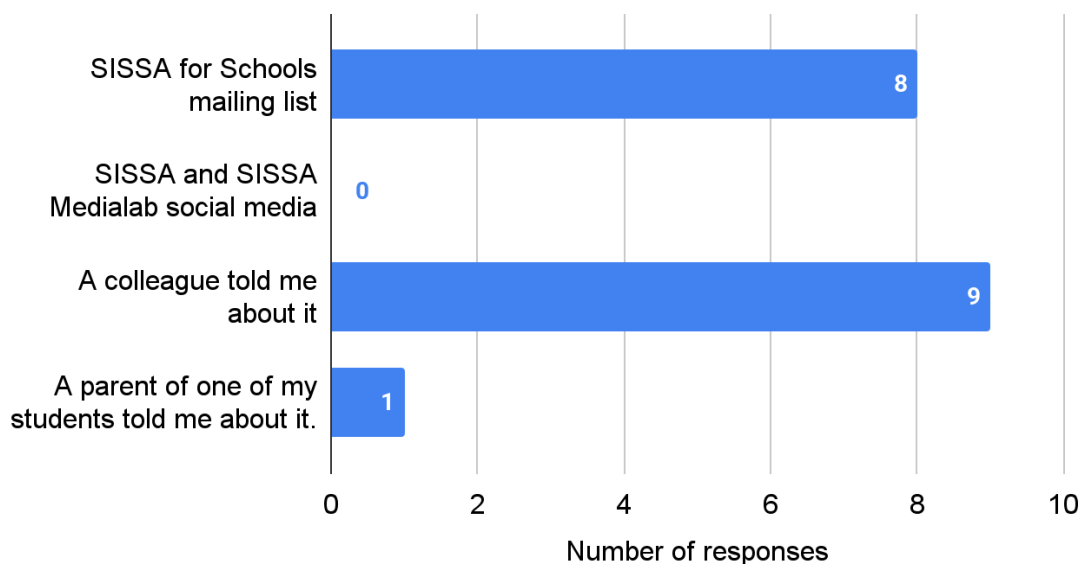
- Molto interattiva e ho gradito molto il confronto.
- Non scrivere il numero dei piani per non spaventare le persone.
- Grazie dell'esperienza!!!
W l'intelligenza artificiale!
- Grazie e auguri di carnevale. 😊
- La vista è stupenda.

3.3 Teacher's evaluation Results

The teacher's evaluation questionnaire was sent to the 19 teachers who registered their classes to the event, with the request to share the form with their colleagues who also attended. We received a total of 18 responses to the questionnaire, showing a high level of engagement and very positive feedback from the participating teachers. Below, we present the results of the teachers' evaluation questionnaire. Each question is followed by a summary and brief commentary on the responses, while the complete set of answers of the open-ended questions is available in [Appendix C](#).

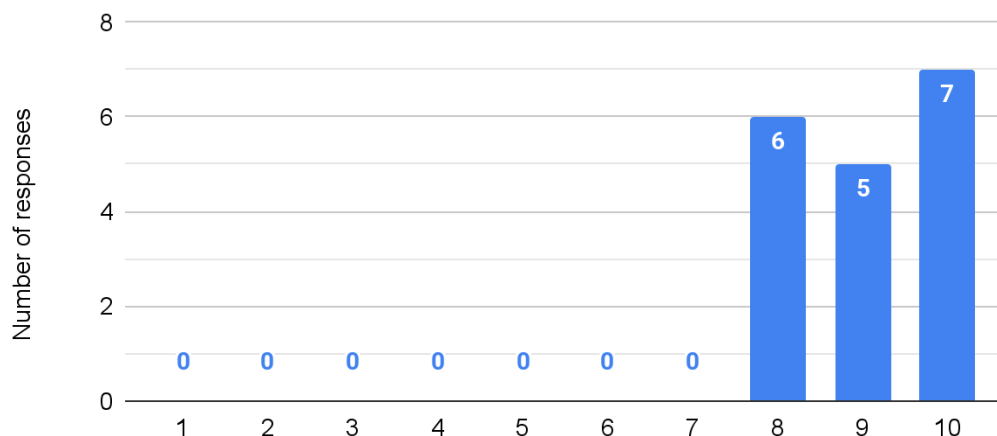
Q1: How did you hear about this event?

Only 8 of the 18 teachers learned about the event through the *SISSA for Schools* mailing list, while none reported discovering the event via SISSA or SISSA Medialab's social media platforms. This suggests that informal communication and personal interaction between teachers played a crucial role in disseminating information about the event, emphasizing the importance of word-of-mouth as an effective method for reaching participants.



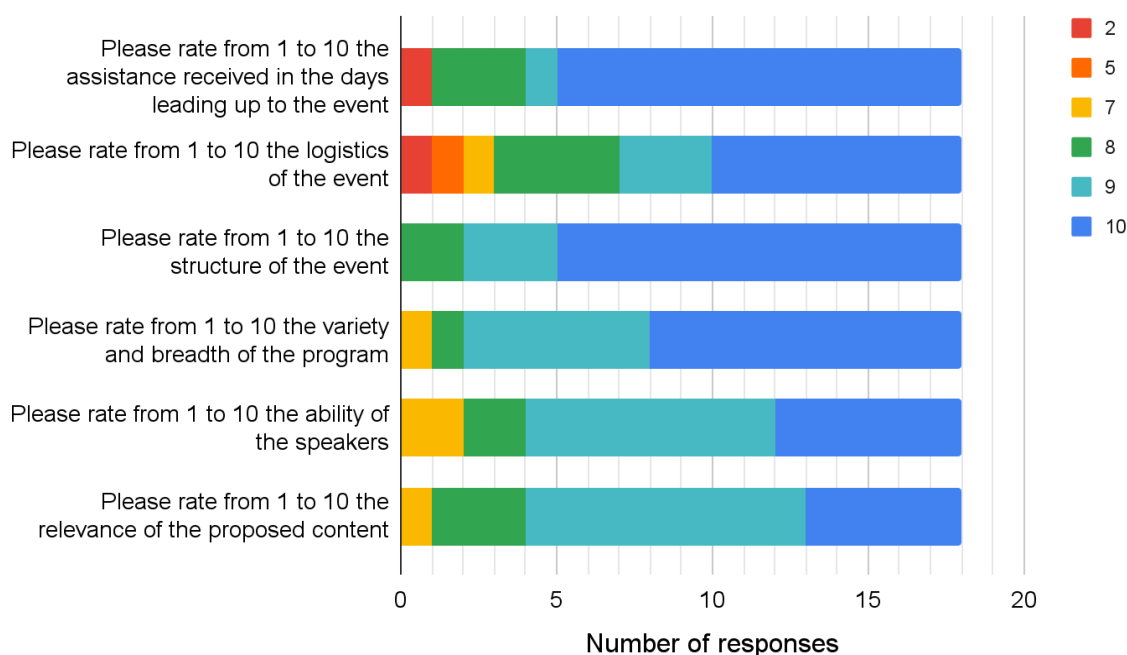
Q2. Overall, how satisfied are you with Student Day 2025?

All the teachers stated that they were very satisfied with the Student Day, expressing a level of satisfaction between 8/10 and 10/10.



Q3. Please, evaluate the different aspects of the event.

Teachers appreciated the content proposed in the activities and the communication skills of the speakers, judging the event's program to be particularly broad and appropriate for the audience. The organization of the event was also rated very positively by the majority of the teachers, although one of them complained about excessive zeal in the organizational communications, and two of them stated that they were not satisfied with the transportation service provided to reach SISSA. The following chart summarizes the teachers' evaluations. The grades that were not selected are not shown.



Q4. What did you appreciate the most?

In line with the quantitative evaluation, the majority of teachers stated that the aspect they appreciated the most was the quality of the activities and the skills of the volunteers, while some highlighted the breadth of the program and the organization of the event.

Q5. Is there anything you did not appreciate? If so, please write it here.

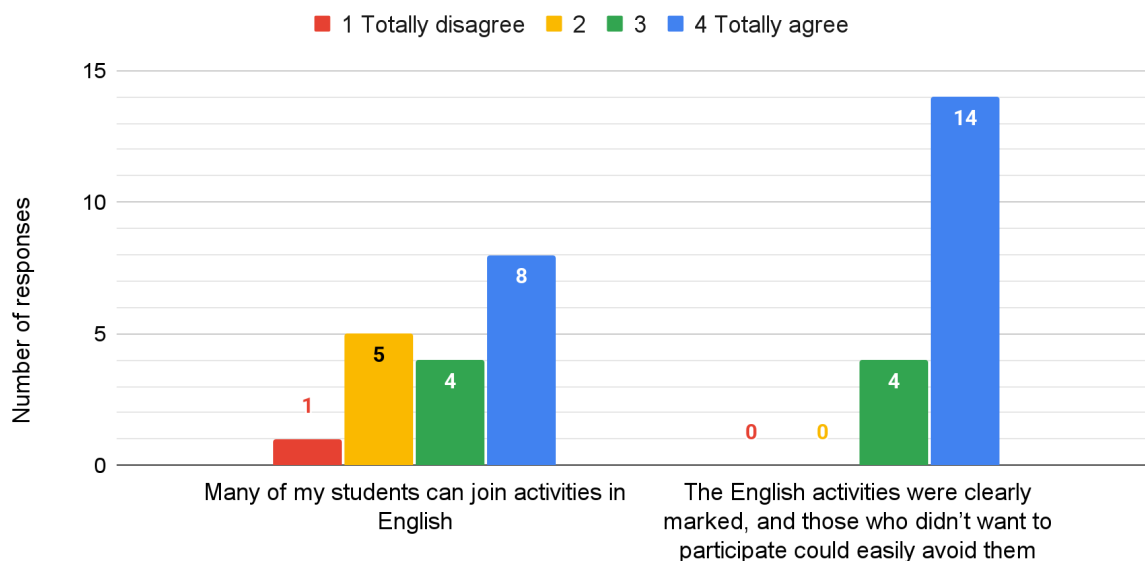
Among the 18 respondents, 6 teachers indicated an aspect they did not appreciate. Some of them were disappointed that the workshops had limited places, although they stated they understood that it was an unavoidable measure. One teacher mentioned not appreciating the management of transportation, and another complained about receiving too many communications on how to reach SISSA.

Q6. Would you participate in a future edition of Student Day?

Of the 18 teachers who participated in the survey, 16 stated that they would participate again in a future edition of Student Day, while the other 2 stated that they were unsure.

Q7. To what extent do you agree with the following statements? (1) many of my students were able to participate in activities held in English; (2) the program clearly indicated which activities were in English, allowing those who preferred not to attend them to make informed choices.

The teachers mentioned that the activities in English were clearly indicated in the event program. However, six out of the 18 teachers felt that their students were not able to fully engage in the English-language activities, which is reflected in the notably lower participation in these sessions.

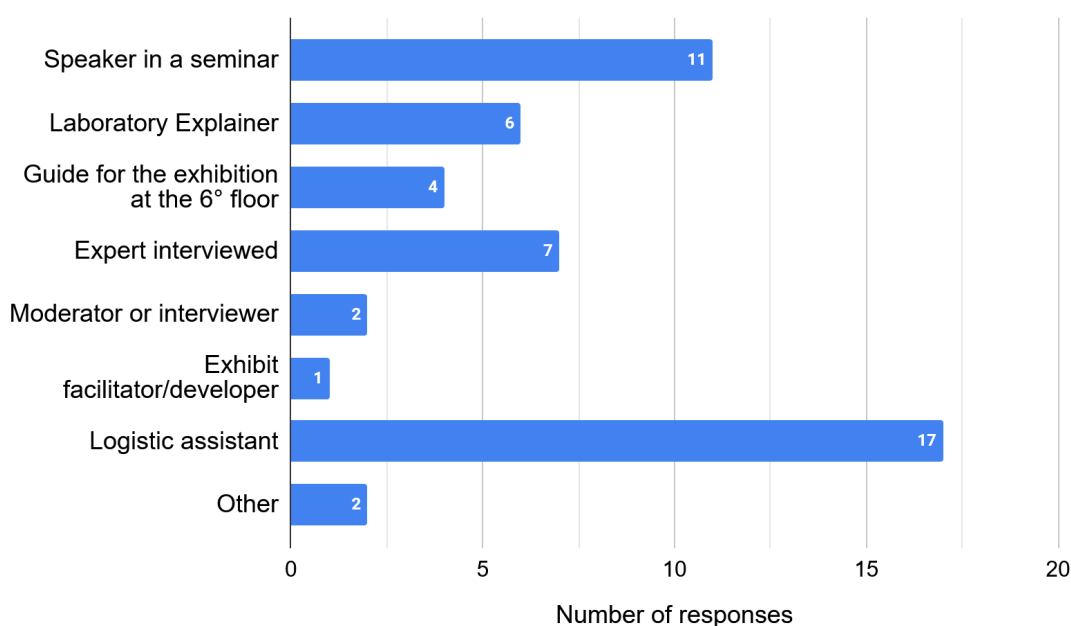


Q8. Open comments and suggestions.

In summary, evaluations suggest that Student Day 2025 was well-received by educators in all aspects. Among the feedback, the proposal to allocate reserved spots for schools from outside the region was noted, aiming to replicate this year's successful experience and further promote the participation of students from diverse locations across Italy.

3.4 Volunteers' evaluation results

A few days after the event, a survey was sent to all volunteers who participated in Student Day to gather immediate feedback. To ensure more objective and unbiased responses, the questionnaire was not sent to individuals directly involved in the event's planning and coordination. Out of the 133 surveys sent, 49 responses were received. The following chart presents the distribution of volunteers' roles among the respondents. Note that some volunteers had more than one role.

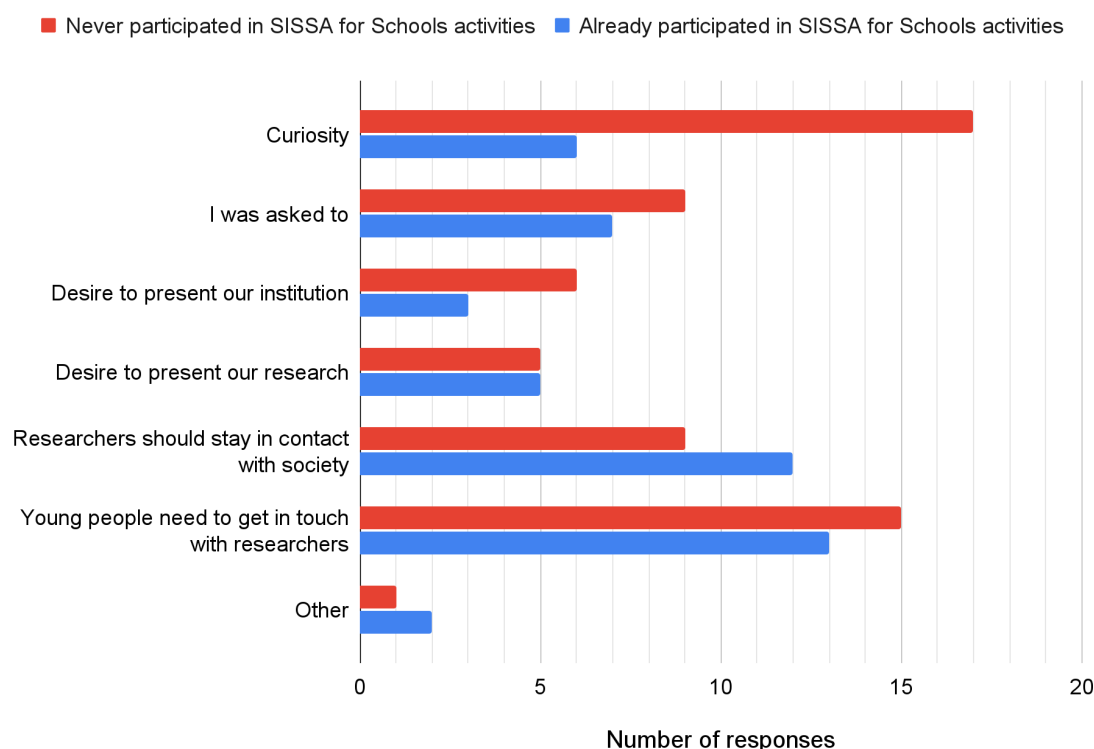


Among the 49 respondents to the survey, 30 volunteers reported that they had never participated before in *SISSA for Schools* activities.

The results of the volunteer evaluation questionnaire are presented below. For each open-ended question, a summary and commentary on the responses are provided in this section, while the full set of answers can be found in [Appendix D](#).

Q1. Why have you decided to become a Student Day volunteer?

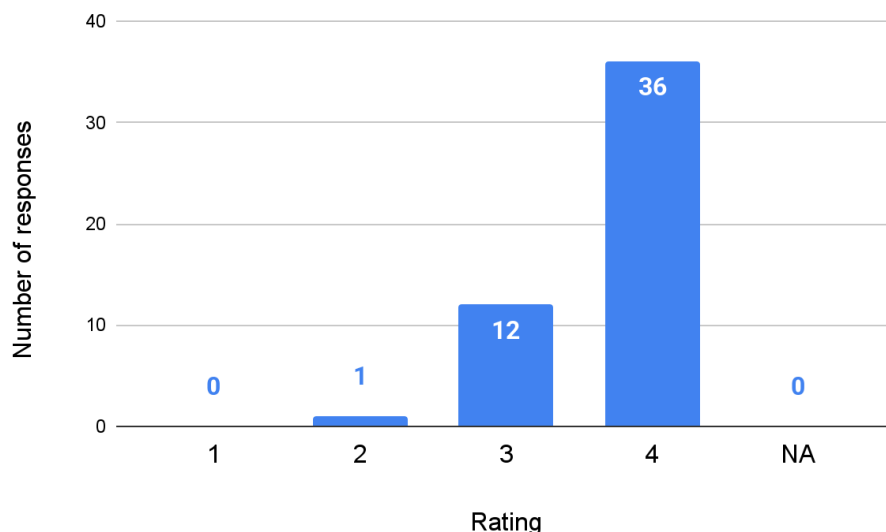
To further understand the motivations behind volunteering for Student Day 2025, a list of reasons was given in the questionnaire and the respondents could choose more than one motivation.



The data show that the motivations for participating in Student Day 2025 were largely consistent across both new and returning volunteers with the exception of curiosity, that was a primary motivation for the involvement of the new volunteers. This suggests that Student Day could serve as both a test and an entry point for many students interested in the *SISSA for Schools* program, allowing them to experience the contact with the students and the various methodologies firsthand so as to understand if they want to participate more actively in future activities.

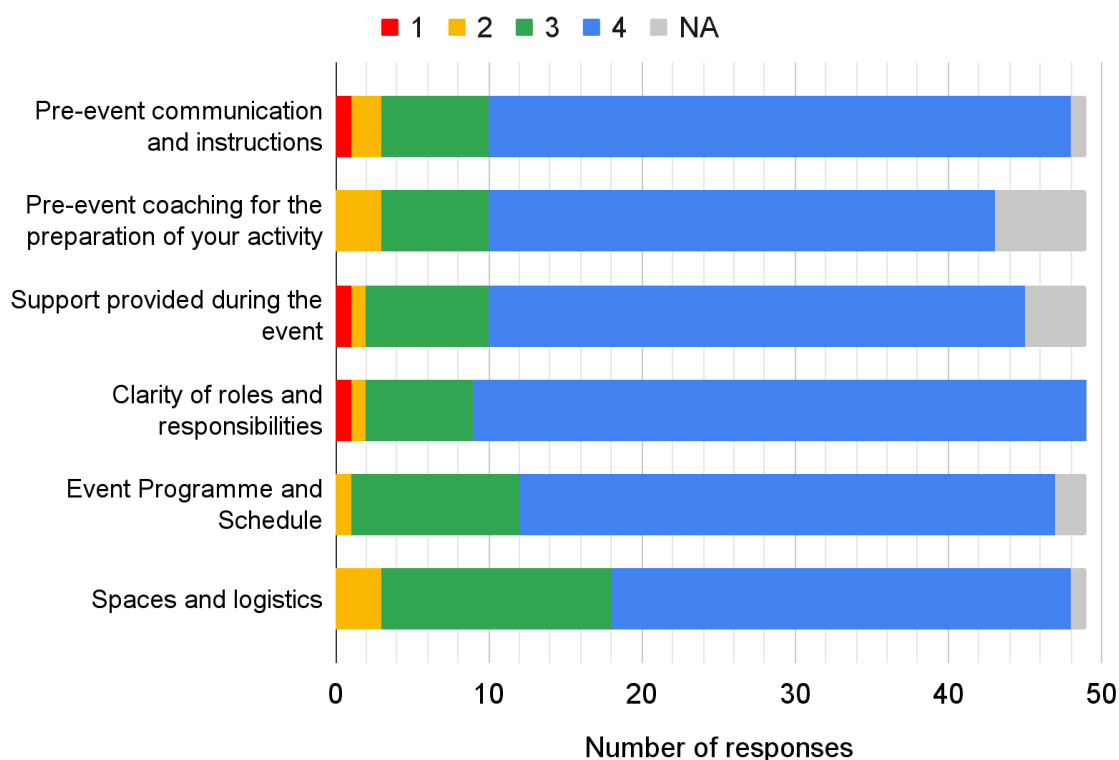
Q2. Overall, how satisfied are you with Student Day 2025?

The majority of volunteers rated the Student Day very satisfactory with most giving it a score of 4 out of 4, as shown in the following graph.



Q3. Please, evaluate the different aspects of the event.

The positive rating was consistent across the different aspects of the event. Volunteers were asked to assess various elements such as organization, activities, and overall experience, and the ratings remained largely favorable in all categories.



Q4. What were the best elements of your personal experience?

Similarly to last years, one of the main points appreciated by volunteers was the direct contact with students in a context of low formality and the opportunity to exchange opinions with them.

The proportion of comments which stresses the joy of feeling oneself part of the SISSA community and internal collaboration was higher with respect to what affirmed in previous years. Some volunteers have noticed a beautiful and vibrant energy in SISSA.

Many respondents appreciated the organization of the event and the availability of SISSA Medialab staff in the preparation of seminars.

Some answers stressed the challenge of preparing interesting activities for the young public. Some volunteers appreciated the fact that they had the opportunity to participate in talks on topics far from their research field and had found this possibility very interesting.

Q5. In your opinion, what were the best elements of the event as a whole?

The majority of respondents answered that the best element of the event was the great number of choices available, as well as the chance given to students to decide which activity to attend, according to their own interests.

Many volunteers pointed out the smooth and detailed organization of the whole event.

Some answers highlighted the beauty of involving SISSA researchers in explaining difficult things in simple language, which is very different from the regular talks they hold.

The opportunity given to high school students to interact with scientists and science in an interesting and engaging manner was considered very important as well.

Q6. What were the worst elements of your personal experience?

Most of the responders did not find any inconvenience of the event from their personal perspective.

One issue that emerged was the absence of some students who had previously registered for the sessions in the laboratories but did not show up. This led to a certain level of disruption, as the organizers had planned resources and space based on the expected number of participants.

Lecture room assistants complained about having to send away interested students from seminars due to room capacity limits.

Other complaints regarded the lack of time to interact with the students' interaction. However, it is important to emphasize that these instances were limited in number. The high level of enthusiasm and engagement demonstrated by the students was, in fact, one of the aspects most appreciated by volunteers.

Finally, two volunteers expressed their disappointment at the impolite behavior of some teachers.

Q7. In your opinion, what were the worst elements of the event as a whole?

The majority of respondents did not identify any faults in the organization of the event.

One of the few recurrent complaints is the impossibility to forecast the attendance to different seminars, which sometimes led to empty big rooms or very crowded small rooms. Thus exceeding students could not attend a seminar room although they were very interested in the topic, and on the other side there were talks with very few people.

A few volunteers mentioned that the number of attending students was too large, which may have led to some disorganization. Furthermore, some volunteers noted that a few students were disengaged and were seen hanging around without actively participating in the event.

Finally, a few volunteers pointed out that the activities conducted in English did not attract as many students as those held in Italian.

Q8. Have you learnt something from this experience? If yes, please share with us.

Among the 49 respondents, 23 volunteers reported learning something valuable from their Student Day experience. They noted that the event helped enhance their skills in communicating science to a broad audience, with some discovering a new interest in science communication and dissemination activities.

Additionally, a few volunteers mentioned that their trust in the new generation was strengthened, while one volunteer expressed surprise at the Italian educational system, providing an interesting perspective on the event.

Many volunteers also stated that attending seminars presented by their colleagues allowed them to learn new scientific topics. One volunteer even mentioned gaining insights into their own research field, demonstrating the impact of initiatives like Student Day in offering scientists new perspectives on their work.

Q9. Did you enjoy the lunch for volunteers organized after the event?

Among the 49 respondents, 41 volunteers attended the celebratory lunch at the end of the event. Of those, 39 volunteers reported that they enjoyed the lunch, while 2 volunteers expressed that they did not.

Q10. Comments and suggestions.

Some volunteers observed that students faced challenges with activities conducted in English. While providing instant translations isn't feasible, we will consider offering fewer *Ask me anything* sessions in English for future editions, as these interactive formats may be less accessible to students not proficient in English. Moreover, we will indicate that the guided tour *The history of the Universe at a glance* will be conducted in Italian and English at the same time. Other comments highlighted that attendance varied across different activities. However, it's important to note that the essence of Student Day lies in offering students the autonomy to select activities that align with their interests and comfort levels. Consequently, a lower turnout for certain activities does not necessarily reflect their success or value.

4. Final remarks

The return of SISSA Student Day in person, after two years of interruption and two editions held online, was a success, welcomed with great enthusiasm by students, teachers, and volunteers.

This year's edition also marked a generational shift: many volunteers and organizers were participating for the first time. Nevertheless, the organization ran largely smoothly, the contributions were widely appreciated by participants and the event benefitted from improvements inspired by past feedback. For example, in 2020 it was highlighted that students sometimes struggled to find the activity rooms, a challenge that was addressed in 2025 by the greater and more widespread presence of volunteers throughout the main building. While the idea of limiting participation in individual activities to ensure equal attendance, discussed in 2020, was ultimately set aside to preserve student freedom of choice—one of the core values of Student Day. However a few challenges were identified, most notably the overcrowding in the cafeteria area during breaks, and will serve as useful points of reflection for future editions.

Overall, the return of Student Day in 2025 not only restored an important tradition but revitalized it with fresh energy, widespread participation, and a renewed sense of purpose.

5. Credits and acknowledgments

SISSA Student Day is conceived and organized by SISSA Medialab, which has been managing the *SISSA for Schools* program since its creation, with the collaboration of volunteers and offices from SISSA and, in particular, the Press Office, the Office for Support to Governing Bodies and Document Management, the Safety Service, the Technical and Logistics Office, the ITCS office, and the Library. Special thanks go to the people involved in first aid, emergency management, reception, the bar, cleaning, and technical support.

Among the many who contributed, a special thought goes to Samuel Tamagnone, a volunteer who left us too soon and whose presence is fondly remembered within the SISSA for Schools community.

The complete list of volunteers is presented in [Appendix B](#).

The event is made possible with the contribution of the *Educating Future Citizens* network.



Contacts

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Francesco Calogiuri

Francesca Rizzato

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Appendix A: List of participating school classes

School	Location	Classes	N° of students and teachers
Liceo Scientifico Galileo Galilei	Trieste	4L, 4F, 4I, 4B, 4G	107
Liceo Scientifico Prešeren	Trieste	4S, 4SA, 5SA, 5SB, 5Sapp	66
ISIS Carli-da Vinci-de Sandrinelli	Trieste	4B, 4D, 4A	60
Liceo Scientifico L. Mascheroni	Bergamo	4AS, 4D	51
ISIS Carducci-Dante	Trieste	4C, 5CSU	48
IIS J. Linussio	Codroipo	5CLSA, 5ALS	38
Liceo Scientifico Oberdan	Trieste	4C	28
IIS Siciliani De Nobili	Catanzaro	4A	24
ITS Volta	Trieste	4F	22
ISIS Magrini Marchetti	Gemona del Friuli	5E	21
ITS Deledda-Fabiani	Trieste	4A	19
Total			484

Appendix B: List of SISSA Student Day 2025 volunteers and staff

Adriano Amaricci	Cecilia Sgalletta	Francesca Radicioni
Adriano Chialastri	Chiara De Santi	Francesca Rizzato
Aiswarya P S	Chiara Di Domenico	Francesca Sanna
Aldo Rampioni	Chiara Malisano	Francesco Calogiuri
Aldo Sambo	Chiara Saviane	Francesco Gabrielli
Alessandro Tavecchio	Christina Vlachouli	Gabriel Pedde Ungureanu
Alessia Soldano	Claudia Parma	Gabriela Herrero
Alessio Baroni	Claudia Sgherza	Giada Cellot
Alex Giordano	Cristiana Prever	Gianluigi Rozza
Amanda Colombo	Cristina Casarin	Giorgia Del Bianco
Amisha Aparupa	Daniele Tirinnanzi	Giulia Salzano
Anabela Palandri	Davide Fracarossi	Giulia Olivero
Anant Shri	Domenica Buetti	Giulio Bonelli
Andrea Arduino	Donato Ramani	Gregorio Staffieri
Andrea Cangiani	Edoardo Rossi	Hasya Fatiha Binti Zuraimy
Andrea Mola	Elena Gallo	Helena Krmac
Andrea Oddo	Elia Calderan	Hozayfa Ahmed Braima Ibrahim
Andrea Romanino	Elisa Vitale	Iman Fergani
Anna Ivagnes	Elvira Antonucci	Ivana Tercon
Antimo Marrazzo	Emma Dreas	Jam Sadiq
Anumita Bose	Emma Icardi	John Lawrence Euste
Aurora Corbelli	Erik Linnér	Kendall Shepherd
Aurora Mazzetti	Fabio Quartieri	Laura Busato
Barbara Rosario	Fabiola Ricci	Laura Meneghetti
Beatrice Pastore	Federica Ferrero	Léo Vacher
Beatrice Savoia	Federica Sgorbissa	Lorenzo Carta
Benedetta Piller Cottler	Federico Caretti	Lorenzo Tausani
Carlo Baccigalupi	Francesca de Ruvo	Luca Recupero
Carlos Alonso Álvarez	Francesca Iris Bellotti	Luca Tringali
Caterina Ciani	Francesca Menescardi	Luigi Giacomazzi
Cecilia Cressi	Francesca Perrotta	Mak Pavičević

Manuela Gialanella	Sabina Maftai
Marco Zanon	Sabrina Morena
Maria Ayub	Salvatore Di Marco
Maria Pachetti	Samuel Tamagnone
Mario Spera	Samuele Silveravalle
Maristella Lunardon	Sara Forni
Marta Fornasier	Satvik Mishra
Martina Iannuzzi	Sebastian Goldt
Martina Merletti	Silene Fornasaro
Massimiliano Ritossa	Silvia Bonanno
Massimo Capone	Silvia Cozzolino
Massimo Righi	Simone Ramello
Matteo Acciai	Simone Vincini
Matteo Allione	Stefania Lucia
Matteo Caldara	Teresa Giusti
Matteo Ferraretto	Tiberio Moneta
Matteo Gamboz	Tommaso Ronconi
Matteo Santoro	Valentin Pomakov
Maurizio Gilioli	Valentina Bedoya
Mauro Rigo	Valentina Mengarelli
Meriem Behiri	Vincenzo Naso
Michele Vadilonga Gattermayer	Weyner Edin Ccuiro Montalvo
Minahil Butt	Yukti Chopra
Nicola Da Ponte	
Nicole D'Eliso	
Paola Rodari	
Patrick Lavaroni	
Pavlina Pokorna	
Pierfrancesco Siena	
Pranjal Ralegankar	
Ransell D'Souza	
Riccardo Dal Molin	
Riccardo Rozza	
Rossella Gratton	

Appendix C: Teachers' open-ended evaluation responses

Q4. What did you appreciate the most?

- *Le doti divulgative dei relatori, che hanno saputo spiegare agli studenti argomenti complessi in modo semplice e chiaro, l'organizzazione ottima, la cortesia di tutto lo staff.*
- *La capacità di rendere semplici cose complesse.*
- *I laboratori di neuroscienze. Ottima presentazione, bellissimi argomenti, pratici, interessanti, intriganti.*
- *La possibilità di scegliere e inoltre poter partecipare a seminari anche in inglese.*
- *La professionalità dei relatori.*
- *Capacità comunicative di alcuni oratori.*
- *La possibilità di ascoltare direttamente da una ricercatrice/un ricercatore la propria esperienza lavorativa e il proprio percorso di formazione (e il loro entusiasmo per la scienza!)*
- *L'universo.*
- *Il fatto che gli studenti fossero liberi di scegliere le attività che li interessavano maggiormente.*
- *La varietà dell'offerta.*
- *La disponibilità e la capacità di comunicazione di relatrici e relatori, la vastità dell'offerta*
- *Organizzazione.*

Q5. Is there anything you did not appreciate? If so, please write it here.

- *Superfici e matematica.*
- *Una sola presentazione non mi è piaciuta molto.*
- *Le comunicazioni prima dell'evento sono state troppo frequenti e assillanti: alla fine bisognava prendere un bus, non era così complicato. Sono stata contattata ben sei volte, tra mail, telefonate e messaggi whatsapp, prima dell'evento: tutte comunicazioni in cui si continuavano a ripetere le stesse raccomandazioni; davvero, un po' troppo.*
- *Peccato che diversi studenti non abbiano trovato posto nei laboratori.*
- *Gestione dei trasporti.*
- *Il numero chiuso ai laboratori, anche se mi rendo conto sia inevitabile.*

Q8. Open comments and suggestions.

- *Grazie!*
- *Tutto perfetto!*
- *Si dovrebbe poter prevedere la possibilità, quanto meno per i docenti, di giungere al Campus autonomamente, in auto: anche questo divieto è stato un eccesso di zelo che si poteva evitare.*
- *Più laboratori se possibile.*
- *Grazie a tutti per l'organizzazione!*
- *Potreste riservare un 10% dei posti a studenti provenienti da fuori regione.*
- *Se non lo fate già, inviate il vostro programma al referente per l'orientamento delle diverse scuole.*

Appendix D: Volunteers' open-ended evaluation responses

Q4. What were the best elements of your personal experience?

- *The best elements of my personal experience were the interacting with students and witnessing their curiosity and eagerness to learn was incredibly rewarding. Participating in outreach activities, such as the SISSA for Schools program, provided me with a valuable new experience in science communication, allowing me to share my knowledge in an engaging and impactful way.*
- *Interact with young students, involve them in the seminar*
- *Meeting curious students; Inspiring students.*
- *Interaction with colleagues and students and the joy of the newly recruited volunteers discovering that the Student day can be actually fun!*
- *Integrazione personale/scienziati*
- *Students seemed really interested and interactive*
- *Having the chance to meet young people*
- *I learned something I did not know about*
- *Listening to the seminar of researcher outside my field*
- *I had the opportunity to connect with the SISSA community*
- *Scientific dissemination*
- *Interaction with interested students*
- *Satisfaction for a job well done*
- *Collaboration with colleagues*
- *Students could see labs and how experiments work*
- *The interaction with the students*
- *Presenting in a simple way very complex research*
- *Talking about science with young people and noticing interest in some of them*
- *All*
- *Being able to explain fascinating topics to young people.*
- *Curiosity of the students attending the seminar*
- *The feeling of be a necessary part of the event even if with a simple role*
- *Be part of the event and be in contact with the various realities within Sissa*
- *Discovering alternative ways to talk publicly not just through standard seminar*
- *Seeing the students being genuinely interested*
- *I enjoyed seeing students interact with the speaker and showing interest. After I was done with my volunteering, I listened to one of the neuroscience talks out of curiosity and I really enjoyed it.*
- *Having the possibility to test my ability to interview a scientist*
- *It was compatible with my busy time schedule of the previous weeks*
- *Share your own experience (university, Phd, schools). have fun, speak about math*
- *Get in touch with colleagues, students, researchers*

- *Everyone's willingness to help*
- *Great cooperation with coordinators and other volunteers*
- *The chance to talk about my personal experience as a researcher to young students.*
- *Moderating the event with students*
- *Excited questions from students, students who were interested in the topics*
- *To look the curiosity of the teens*
- *Having the chance to be part of something that involves the whole School*
- *Feeling like a part of something big*
- *Meet and interact with Italian students*
- *We have not too much IT problem to deal with*
- *I was followed during the preparation of the presentation*
- *Seeing students*
- *Interaction with students*
- *Amazing questions and full room*
- *Interaction with young and brilliant students and some questions they asked were very exciting*
- *Everything was already taken care of, I just needed to show up. Also the lunch was much appreciated*
- *It felt very meaningful to try to inspire students for research. It felt great to also feel part of the greater SISSA community, doing something meaningful together.*
- *Lecture went well*
- *To talk with high school students and guide them*

Q5. In your opinion, what were the best elements of the event as a whole?

- *The best elements of the event as a whole were its well-structured organization, the high level of academic and scientific discussions, and the opportunity for meaningful interactions between researchers, students, and faculty members. The diverse range of topics covered provided a comprehensive learning experience, while the collaborative and inclusive environment encouraged open discussions and idea exchange. Additionally, the outreach component, such as the SISSA for Schools program, added significant value by promoting science communication and engaging with younger students, making the event both educational and impactful.*
- *Met new volunteers*
- *Lots of seminars, lab tours, talks.*
- *The curiosity and excitement of the Students*
- *Tantissime attività a disposizione*
- *Seeing many students interested in science and research and inspire them, and the lunch*
- *The chance of asking questions and deepen knowledge about future careers*
- *The kids enjoying science in all forms*
- *It was nice to see young people interested in research*
- *Great student involvement*
- *Showcase SISSA's workplace and research*
- *Lot's of enthusiastic people*

- *Events felt accessible to a younger audience*
- *Number of participants*
- *Lots of different kind of activities*
- *The big participation from both voluntaries and students*
- *The interest expressed by students in the audience*
- *A new experience for young students, and source of inspiration*
- *All*
- *The enthusiasm of all volunteers involved.*
- *Interact with young students, make them aware of what "doing research" means*
- *The number and variety of activities, the cohesion inside SISSA community*
- *The organisation*
- *The possibility to talk of our research to a public composed by non specialists*
- *Free lunch! Jokes aside, probably the variety of the topics*
- *The wide range of activities and topics to choose from.*
- *Putting together so many different activities*
- *Everything was very well organized and my job proceeded smoothly*
- *Share time with other researchers*
- *The Sissa filled with very young people that have the opportunity to understand directly the world of research*
- *Everyone's willingness to help and the good organization of the event*
- *A wide range of very interesting activities*
- *I enjoyed seeing so many students in SISSA.*
- *Not sure*
- *N/A*
- *Good timing and organization (for the lab)*
- *The chaos of all the students and teachers wondering around SISSA, it was nice :)*
- *Watching so many young people be interested in research*
- *Teamwork and organization*
- *See external and "normal" people visiting SISSA. So is more evident how our work helps real society*
- *Ask me anything*
- *Dissemination, encouragement to become researchers/do science-related jobs*
- *Interaction with students*
- *Lively experience*
- *Its a good and well organized activity*
- *Students could choose what they wanted to listen to, the event was organized like a big conference event. In my experience, that's very unique*
- *I am biased but I loved the AmA sessions because it reduced the distance between us and the students and allowed them to ask us the questions that interest *them*.*
- *I only attended my lecture due to lack of time to attend other events.*
- *The organization was perfect and very well detailed*

Q6. What were the worst elements of your personal experience?

- None (7 responses)
- Nothing (4 responses)
- *One of the more challenging aspects of my personal experience was encountering a participant, possibly a secondary school teacher, who was disengaged during my talk. He did not listen, avoided making eye contact, and showed no interest in the presentation. However, after I finished, he expressed his dissatisfaction in an angry manner, seemingly because he did not appreciate the use of the English language. This interaction was unexpected and somewhat discouraging, as it contrasted with the curiosity and enthusiasm I observed in the students.*
- *Timing as some students had to leave earlier than the programmed end of the laboratory.*
- *Alcune visite ai laboratori non completate con i partecipanti che si erano prenotati ma non presentati*
- *Some professors were not really polite with volunteers*
- *Many students got easily distracted and didn't really follow the lessons*
- *Young researchers bragging more than enough*
- *Not sure really*
- *Uninterested students*
- *Lot's of events at the same time*
- *I can't really point anything out*
- *Poor organization*
- *Not enough space for students in the lab*
- *The room was too small for the number of students willing to participate*
- *Groups were not homogeneous in number. I had to repeat the same little talk to groups of 15 as well as to groups of just one person!*
- *Some students were not very interested.*
- *The big mass of students to manage*
- *I have not been able to keep the time in check and hurried a bit too much with the talk*
- *I was a logistics volunteer assisting a maths speaker. Since the room I was assigned to was almost empty, I looked for a few more potentially interested students. It was not easy to lure students to come and listen to a maths talk. They mostly wanted to hear neuroscience talks. I could convince only a few people, just because they were late and the talks they were interested in were completely packed.*
- *Very few students in the audience*
- *Rain + snow and bora!*
- *I participate only at the beginning of the whole event. I would rather follow all the events.*
- *The lunch at the end, I think it was not well organized*
- *Few people attended my session and the audience was neither proactive nor very responsive.*
- *Our event had a low student turnout, so we had to actively seek them out and encourage them to join us in the room.*
- *Too large of groups made our jobs more difficult. Presenting in English caused some students to zone out.*
- *Too less time, but more time means bigger probability to get people bored*
- *The low attendance of my session*

- *Nothing particular (4 responses)*
- *Maybe to have had more students per group in the lab experience*
- *I don't know. Maybe people that request IT assistance were a little in a panic, but this is a normal factor during important events.*
- *- (4 responses)*
- *Not much*
- *Maybe the students were not clear what event to attend as brochure was not very clear and only a handful of students were present in my talk*
- *I think it would have been easier to use the digital signature for the privacy papers instead of having to go altogether at 7th floor*
- *N/A (3 responses)*
- *What were the worst elements of the event as a whole? 49 responses*
- *Nothing just same angry teacher.*
- *Too many students hanging around without following any event.*
- *Gruppi di ragazzi in giro per i piani un po' spaesati*
- *Nothing remarkable*
- *Not enough time to interact truly with people*
- *None really (2 responses)*
- *Some talks were almost ignored by the students since they were in english.*
- *Perhaps the rooms at floor 0 were a bit disconnected from the others*
- *Too many students*
- *Students not attending talks sometimes*
- *I can't really point anything out*
- *Number of participants...and bad weather!*
- *Some students didn't show up to the labs*
- *Le visite al sesto piano non erano scandite bene nel tempo.*
- *Nothing to complain about.*
- *Maybe only one thing to improve: there were too crowded rooms and empty rooms. Maybe the staff can ask the participants which event they want to attend some days before, in order to provide bigger rooms for the most "popular" events*
- *Huge differences in the number of students attending different panels*
- *I don't know, but I suppose rain and bora*
- *I would have preferred to follow all the events*
- *Maybe do less talks (just a speaker talking) and do more interactive presentations*
- *I do not think the event as a whole had very bad elements.*
- *Highly uneven participation..*
- *I don't know*
- *Maybe students were lost in finding some rooms. Maybe some more interactive activities like quizzes with prizes can be useful to engage students*
- *I actually think it was a big success, at least from my point of view*

Q7. In your opinion, what were the worst elements of the event as a whole?

- *None* (3 responses)
- *Nothing* (2 responses)
- *N/A* (2 responses)
- *-* (2 responses)
- *Nothing just same angry teacher.*
- *Too many students hanging around without following any event.*
- *Gruppi di ragazzi in giro per i piani un po' spaesati*
- *Nothing remarkable*
- *Not enough time to interact truly with people*
- *None really* (2 responses)
- *Some talks were almost ignored by the students since they were in english.*
- *Perhaps the rooms at floor 0 were a bit disconnected from the others*
- *Too many students*
- *Students not attending talks sometimes*
- *I can't really point anything out*
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- *Nothing to complain about.*
- *Maybe only one thing to improve: there were too crowded rooms and empty rooms. Maybe the staff can ask the participants which event they want to attend some days before, in order to provide bigger rooms for the most "popular" events*
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- *I do not think the event as a whole had very bad elements.*
- *Highly uneven participation.*
- *Nothing in particular* (3 responses)
- *I don't know*
- *Maybe students were lost in finding some rooms. Maybe some more interactive activities like quizzes with prizes can be useful to engage students*
- *I actually think it was a big success, at least from my point of view*

Q8. Have you learnt something from this experience? If yes, please share with us.

- *Yes, I have learned a lot from this experience. Engaging with students in an outreach setting taught me the importance of adapting my communication style to different audiences. I realized that making complex scientific concepts accessible requires not only knowledge but also the ability to connect with the audience's level of understanding and interests. Additionally, encountering different attitudes towards language use highlighted the importance of cultural and linguistic sensitivity when communicating science. This experience reinforced my ability to remain patient and professional in challenging situations while focusing on those who are eager to learn.*
- *I'll use even more example during explanation*
- *I think I like a lot scientific dissemination beyond experimental science*
- *NA*
- *Secondo la mia esperienza forse meglio raccogliere i gruppi prenotati per i vari turni dei laboratori alla reception*
- *Increased my communication skills*
- *I learned a bit more about deep learning...*
- *How to better interact with students*
- *Ho approfondito l'argomento di cui ho parlato.*
- *That young students can ask very interesting questions.*
- *Discovering alternative ways to talk publicly not just through standard seminar*
- *I was positively surprised of students interacting happily*
- *I learnt to be more trustful in new generations*
- *Yes, I have. I had the opportunity to meet people from other*
- *A particular form of public speaking where you have to try and engage your audience by making your complicated field of research as simple and appealing as possible.*
- *Explaining topics at a high school level, speaking in limited time, relating my research topics to the interests of students.*
- *To manage to explain difficult things in simple words, and to learn how to speak in front of this kind of public*
- *High schoolers don't know English because they don't learn it in school so it is better to have a bilingual session or pure Italian one*
- *I didn't do a lot but i can see that preparing this events require a lot of extra work*
- *Communicating science efficiently*
- *Yes, I enjoyed questions from curious students and find out that Italian education system is very excellent.*
- *Every perspective and personal experience can make a difference in a child's future, and events like this really show how important it is to show up*
- *I realized that sometimes, physicists that do science communication present research in a very sensationalistic way and I want to be engaged in science communication in a way that counteracts this tendency and presents a realistic view of scientific research.*
- *Yes, I followed the explanation told in the laboratory with the other students as I was not familiar with the discussed topic*

Q10. Comments and suggestions.

- *Pre-event Briefing for Accompanying Adults: Ensuring that teachers or chaperones understand the event's format and objectives might help create a more supportive environment for students to engage freely.*
- *Should be more participated by Students and Pls.*
- *Per non affollare mensa/bar proporrei la durata e fine eventi sfalsata per non avere momenti dove tutti gli studenti hanno finito l'attività e si recano in mensa contemporaneamente.*
- *I think there were maybe too many contemporary activities and the ones in english might have been less participated because italian students at that level are not comfortable with english.*
- *Is it possible to make talks in english with subtitles? This could make them easier to attend.*
- *Improve food.*
- *Pianificare gli eventi in modo che i ragazzi non debbano scappare da uno mentre ne stanno seguendo un altro. Le tempistiche, insomma.*
- *Regarding the exhibition on the 6th floor, students sometimes complained about not understanding English, so maybe we should emphasize that, if possible, it would be better to have presentations in Italian.*
- *only what I said before, trying to do a survey among the students to know some days in advance which events are more popular, in order to provide adequate rooms.*
- *Do not use larger rooms (such as 128-129) to avoid certain events attracting the majority of students.*
- *It could be interesting for the students to meet the PhD students during the breaks in the canteen.*
- *Maybe not wait for everyone for lunch so it's not too crowded.*
- *Maybe a more equal repartition of attendees.*
- *Just a more clear session of the explanation of the day.*
- *Although there was not enough food for everybody at the lunch, it was still very nice. Anyhow, I thank you all for your amazing support and kindness. I will surely participate next year!*
- *Maybe we should have some astronomy or physics quizzes and some games that students can play interactively. I showed them some online games and the one in my talk got very excited with some challenges.*
- *Only the aforementioned detail about the paperwork.*
- *Give more space to AmA sessions and make sure there is less overlap between interesting events.*