

 Post-convening Survey Results from UK and US	What is your primary professional role?	The dialog between researchers and practitioners gave me new insights into the benefits and challenges of collaborative research.	After attending the convening I am more interested in investigating the topic of embodied interactions and learning engagement.	The videoconference with Design I/O raised my awareness of the need to better understand the role of body movement in learning.	As a researcher, I think participation in the convening will help me to form, or deepen my existing relationships, with museum practitioners.	As a practitioner, I think participation in the convening will help me to form or deepen my existing relationships with the researcher community.	I am likely to share some of the readings/resources from the convening or the Move2Learn website.	Before attending the convening, terminology related to "embodied cognition" was new to me.	I have a better understanding of the issues related to measuring the impacts of informal STEM experiences on young children whose language skills may be limited.	I found the study design exercise helpful to my own work/knowledge.	I would be interested in being part of building a UK/US Network around research in early learning.	I am likely to use the resources on the project website and related social media in the future.	The workshop raised my awareness of the importance of being intentional in the design of exhibits that incorporate sensory and action experiences.
7/23/2015 17:15:13	Practitioner	5	5	5		4	5	3	4	5	5	5	5
7/24/2015 3:47:10	Practitioner	4	3	4	3	4	4	5	3	2	3	3	3
7/24/2015 3:52:00	Practitioner	4	5	5		4	5	5	3	5	5	5	4
7/27/2015 3:09:08	Practitioner	4	5	5	5		5	4	4	5	5	5	5
7/27/2015 9:13:41	Researcher	4	4	4	4		2	1	5	4	5	2	3
7/27/2015 10:33:12	Practitioner	5	5	5		5	5	3	5	5	4	5	5
7/27/2015 12:40:44	Researcher	5	5	5	4		3	1	4	5	5	4	4
7/27/2015 18:32:03	N/A	4	5	2		5	5	1			5	5	
7/28/2015 3:32:22	Researcher	4	4	5	5		4	1	4	5	5	5	5
7/28/2015 5:31:19	Chief Executive	4	5	5		4	5	5	4	3	5	5	3
7/28/2015 8:57:10	Practitioner	5	5	3		5	5	5	4	5	5	4	5
7/29/2015 9:04:03	Practitioner	5	5	5	5	5	5	3	5	5	5	5	5
8/1/2015 12:19:35	Researcher	5	4	5	4	5	4	2	3	4	4	4	2
8/3/2015 4:01:35	Practitioner	4	4	5	3	4	5	5	5	3	3	3	4
8/4/2015 7:04:46	Consultant	4	4	4	3	3	3	4		4	5	5	3
9/10/2015 4:01:17	Researcher	5	5	5	5	5	5	3	3	4	5	5	5
9/10/2015 14:03:28	Practitioner	5	5	5		5	3	3	5	5	5	3	3
9/11/2015 3:21:34	Researcher	4	3	3	4	4	4	2	4	4	4	4	3
9/14/2015 9:54:53	Practitioner	5	4	4	1	4	5	4	5	4	5	4	4
9/14/2015 20:09:17	Practitioner	3	4	3		4	4	5	2	5	3	4	2
Average		4.40	4.45	4.35	3.83	4.38	4.30	3.25	4.00	4.32	4.55	4.25	3.84

From your own perspective (researcher or practitioner), please identify what was the most beneficial aspect of the convening.	
1	I left the meeting with a much better understanding of the need for research on the impact of our exhibits on learning, a renewed interest in working with young children and of course meeting all the great people!
2	This was the opportunity to discuss the ideas around embodied cognition and see how this may relate to ideas of exhibit design, which is an element of my work. (The main reason for the relative lack of onward engagement indicated by some of my responses here is due to my current combination of informal science work and research into feedback/evaluation of this work aimed at young people rather than any dissatisfaction with the project. The engaged parties we discussed in the gathering were younger than my main research and work focus.)
3	As a practitioner I have made use of quite a lot of early childhood development and early learning research, but this was a field of study that was quite new to me. Being introduced to this new field has enabled me to start to see links between this and other research findings to contribute to my always-evolving holistic picture of how our medium works.
4	the chance to spend time exploring the embodied learning concept with a mix of practitioners and researchers, this gave us the opportunity to look at the subject from a range of angles and explore any misconceptions so that by the end of the workshop we had a communal shared understanding which is the best place from which to start to design a project.
5	The meeting gave me a new type of insight into the different yet complementary needs of researchers and practitioners engaged in STEM education. In particular I learned both that theory can be important for practice and (yet) that for theory to inform practice the theory should be clear and applicable.
6	As a practitioner the meeting provided an opportunity to explore how this research will yield insight in to the complex nature of embodied cognition. What tools such as Museum exhibits can inform us, and how to guide us practitioners in qualitative approaches to use in facilitating learning opportunities as they naturally occur in children.
7	I think the most powerful aspect of the meeting was the diversity of researcher and practitioner professions and experiences.
8	N/A
9	The collection and structure of the group activities - both individually and as a whole set.
10	Achieving a better understanding of "embodied cognition" and how it relates to our current provision which, as a children's museum, has always been heavily based on full body hands-on learning principles. Also its integration into digitally based immersive experiences as per I/O presentation and how a more tactile, tangible experience can/cannot be enhanced by the use of technology which incorporates embodied cognition.
11	Thoroughly enjoyed seeing how the space between practitioners and researchers was a fertile land for growth of ideas.
12	As a practitioner with a research background, I found the convening to be a balanced collaboration. There were many practical ideas generated in the break out groups.
13	N/A
14	Hearing about current research taking place around the world and discussing ideas with a range of people
15	Facilitating effective researchers' and practitioners' communication allowing deeper, informed insight into the experiences, knowledge, and practices involved in both disciplines.
16	The opportunity to share perspectives between researchers and practitioners, exploring ways in which collaboration in research might advance both our understanding of science learning in informal contexts and inform exhibit design.
17	it was great to hear how informal learning can be incorporated into cognitive research and, as an exhibit developer, i came away armed with a framework to position kinesthetic exhibit experiences for research opportunities.
18	Chance to informally discuss and exchange ideas.
19	Understanding the frame of reference of researchers on embodied learning.
20	Meeting others and sharing ideas