



METEOR

METHODOLOGIES FOR TEAM WORKING IN ECOOUTWARDS RESEARCH

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D4.2 Report on the First METEOR Summer School



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Executive Summary

METEOR is a three-year project focused on the development of transversal skills among PhD students and Early Career Researchers. The consortium comprises 13 partners from Poland, Cyprus, Spain, Georgia, Denmark, the UK, Austria, Norway, Italy, Finland, Türkiye, and Brazil. METEOR's overall aim is to equip participants with innovative, eco-outward skills to pursue a wide range of research and development opportunities across industry, the private and public sectors, and academia. Project activities for PhD students and ECRs include METEOR online resources, in-person METEOR Academies, research proposal preparation, and international team cooperation.

The first METEOR Academies have focused on establishing and developing team composition, clarifying the requirements, and starting to work on the research proposal assignments (TRIPs). The Academies comprised a series of research and workshop presentations to convey the necessary knowledge and work procedures, with ample group interaction and opportunities for discussion and proposal development.

Based on the quantitative and qualitative evaluation of the completed five METEOR Academies, it can be concluded that the delivery and outcomes have been successful. The METEOR Academies created a highly engaging, interdisciplinary, and professionally valuable environment for PhD candidates and early-career researchers. Across the five Academies, a consistently positive experience is evident, with strong engagement, productive interdisciplinary collaboration, and clear value for participants' professional development. While participants consistently praised the programme's quality, they also highlighted the need for clearer structure in PMG work, more interactive plenaries, and improved logistical coordination. Despite initial challenges in interdisciplinary collaboration, all PMGs produced promising TRIP ideas, and participants expressed strong motivation to continue their work into the next phases of the METEOR programme.

Participants generally felt well-informed about the programme and considered the Academy an important motivation for joining METEOR, although sufficient information was mentioned. The Academy activities were received very positively, especially in-person formats such as workshops, team exercises, roundtables, panel discussions, and presentations. The majority of participants were also highly positive about the TRIP component (Transformative Research and Innovation Proposals) and the plenary presentations. The experience of working in PMGs (Peer Mentoring Groups) was assessed positively overall. Most participants found the groups functioning well and expressed motivation to continue the collaboration, although some needed additional time. Participants expressed motivation to continue engaging with the online training resources, but would appreciate greater attention to the further development of METEOR. Finally, expectations for the second Academy are very high, reflecting strong enthusiasm and commitment among participants to continue their involvement in METEOR.

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Acronyms & Abbreviations

Term	Description
CSA	Coordination and Support Action
DEI	Diversity, Equality and Inclusion
EC	European Commission
ECR	Early Career Researcher
GDPR	General Data Protection Regulation
METEOR	Methodologies for Teamwork in Eco-Outwards Research
PMG	Peer Mentoring Group
R & I	Research and Innovation
RIA	Research and Innovation Action
RRI	Responsible Research and Innovation
TR	Training Resource
TRIP	Transformative Research and Innovation Proposal
UN SDG	United Nations Sustainable Development Goals

1 Introducing METEOR objectives and Academy learning outcomes

METEOR is a three-year project focused on the development of transversal skills among PhD students and Early Career Researchers. The consortium comprises 13 partners from Poland, Cyprus, Spain, Georgia, Denmark, the UK, Austria, Norway, Italy, Finland, Türkiye, and Brazil. METEOR's overall aim is to equip participants with innovative, eco-outward skills to pursue a wide range of research and development opportunities across industry, the private and public sectors, and academia. Project activities for PhD students and ECRs include METEOR online resources, in-person METEOR Academies, research proposal preparation, and international team cooperation.

The first METEOR Academies have focused on optimising team composition, clarifying the requirements, and the form of the research proposal assignments (TRIPs). The Academies will comprise a series of presentations to convey the necessary procedures, with ample group interaction and opportunities for discussion and proposal development. During the approximately 12-month period between the first and second Academy, the teams will develop their respective projects. Interim online events will enable participants to compare progress and share learning. Participants will be expected to maintain a minimum level of engagement with their team and project resources, measured by screen time metrics and response rates.

The METEOR methodology assumes that for the majority of PhD students and ECRs, teamwork and related transversal skills have not been part of their formal training, and even if they have been, it is unusual for PhD students and ECRs to have the opportunity to work with peers on self-directed projects with direct societal relevance. Participation in teams occurs on a continuum implemented in METEOR, extending the idea of the 'team' from a fixed group of a few members to a broader academic community.

The overall impact of the variety of METEOR activities, then, will address three levels:

- 1) At the individual level, PhD students and ECRs will be more able to participate in professional or academic activities involving teamwork and real-world social impact.
- 2) At the institutional level, supervisors, mentors and tutors of PhD/ECR will be better equipped and prepared to guide PhD students and ECRs towards real-world social impact, and to prepare them for a wider range of potential careers, thus making the institution more attractive to potential candidates.
- 3) At the national and international levels, there will be increased availability of talent in the labor market, leading to increased innovation and socioeconomic progress.

METEOR's overall aim is to equip participants with innovative, eco-outward skills to pursue a wide range of research and development opportunities across industry, the private and public sectors, and academia. Project activities for PhD students and ECRs include METEOR online research-related resources, in-person METEOR Academies, mentoring, research proposal preparation, and international team cooperation.

The METEOR first Academies 2026 was a five-day training course held in one of the five locations among the METEOR project partners (Roskilde, Jyväskylä, Ankara, Nicosia, Burgos). During the Academy, an international group of participants took part in activities such as research lectures, panel

discussions, workshops, and facilitated group work. The Academy aimed to achieve the following learning outcomes:

- Introducing the requirements of METEOR Horizon EU objectives and methods
- Presentation on defining and developing team skills and interdisciplinary research collaboration
- Presentation of the team assignment on how to develop Transdisciplinary Research and Innovative Proposals (TRIPS) according to Horizon applications requirements
- Presentation on the learning outcome of Peer Mentoring Groups (PMGs)
- Presentation on Transformative Research and Research Impact Models
- Workshop on Innovation and Entrepreneurship
- Roundtable on interdisciplinary research collaboration, including different stakeholders
- Participants' presentation of first draft research proposals developed for their Transdisciplinary Research and Innovative Proposals (TRIPs)

1.1 Academy Evaluation Procedures

The METEOR Academies implement a learning-oriented evaluation procedure that combines a (minor) online survey with an on-site dialogical evaluation. By advocating a learning-oriented approach, the METEOR consortium emphasises that the evaluation content and methods can strengthen METEOR participants and their ability to learn and develop, drawing on their first Academy and their first training programmes. Secondly, METEOR program coordinators, researchers, and mentors should be able to access data and reflections relevant to our further development of the second Academies, the additional training programs, mentoring, and our final TRIPs evaluation.

In our survey-and-dialogical-based evaluation, we apply a structured questionnaire to systematically collect data from a sample of people (METEOR academy participants) to assess learning outcomes, effectiveness, impact, and satisfaction, gathering numerical (quantitative) and descriptive (qualitative) feedback to inform judgments and improvements. The dialogical component that follows participants' onsite survey completion provides a shared space for reflection and for voicing learning outcomes and includes several reflexive questions about subjective assessments of strengths and weaknesses, learning content and outcomes, and what to come next.

The thematic evaluation content comprises the following themes:

- Strengths and weaknesses of the 1st academy
- What have participants learned and accomplished
- How did the Peer Mentoring Groups contribute to TRIPS ideas
- Did Academy research presentations help develop and challenge TRIPS
- Were the panel discussions helpful for developing TRIPS
- How far did Peer Mentoring Groups develop their TRIPS
- How did the meeting venues and accommodation work
- How could the METEOR Consortium improve the second academy

2 METEOR Academy Programs

2.1 Academy, Roskilde University, Denmark, 12-16th January Program

2026	Monday January 12 th	Tuesday January 13 th	Wednesday January 14 th	Thursday January 15 th	Friday January 16 ^h
Morning 9.30 -12.00 Location: Building 45	Theme: Introducing METEOR and Peer Mentoring Groups (PMG) and getting to know each other Travelling and arrival Registration of participants at the foyer in building 45	Theme: Introducing TRIPs and idea-generation Presentation: What is a Transdisciplinary Research and Innovation Proposal? What is a good Research Question? Peter Grey Niels Warring Break Round table discussion Early Career Researchers and faculty discussing the potentials and barriers of TRIP	Theme: Identifying Problems and Participatory Methods 9.30-10.30 Presentations: Problem formulation and research questions by Niels Warring Participatory research by Niels Warring Break 11-12 PMGs will further work on developing their TRIPs by harvesting from presentations and discussions Academic staff will circulate for feedback	Theme: Transformative Research - Transversal skills and Teamwork Presentations: Transversal skills and Teamwork by Niels Warring Transformative research - Social Innovation Impact Models by Linda Lundgaard Andersen ‘Turn and talk’ – paired discussion Focusing on participants' experiences of collaboration and teamwork and impact models Followed by Questions and Answers	Theme: METEOR in the coming year and the Academy evaluation 9.30 Plenary presentation of PMGs tentative TRIPs All PMGs present their TRIPs in plenary for Feedback Break Evaluating the first Academy Firstly, participants fill out the online survey Secondly, PMGs evaluate for half an hour Thirdly, dialogical evaluation in plenary A brief recap of METEOR



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		<p>Facilitated by Niels Warring</p> <p>Round table participants: Ulrik Kohl, RU & MaU Peter Grey, CASE Anne Marit Valle/ Marina, Nord University Linda Lundgaard Andersen, RUC</p> <p>Campus Touring: Telling Tales on RUC as a reform university and learning trajectories – visiting the old and new campus</p>		<p>Break</p> <p>11-12 PMGs will further work on developing their TRIPs by harvesting from presentations and discussions Academic staff will circulate for feedback</p>	<p>activities and tasks for the following year</p> <p>Guide for online collaboration in teams</p> <p>Goodbye</p>
12-13	Lunch – sandwich at the foyer building 45	Lunch at the cantina building 01	Lunch at the cantina building 01	Lunch at the cantina building 01	Lunch at the cantina building 01
Afternoon 13-17.00	<p>Academy start:</p> <p>Welcome and opening Pro-rector Bjørn Thomasson, Roskilde University and University hosts Associate Professor Niels Warring & Professor Linda L. Andersen</p>	<p>Presentation: How to organise and work collaboratively in PMG's</p> <p>First round of idea-generation for the TRIP outcome in Peer Mentoring Groups – applying a creative and mapping exercise By Linda Lundgaard Andersen and Niels Warring</p>	<p>Visiting Viking Ship Museum https://www.vikingskibsmuseet.dk/en/practical-information</p> <p>And Roskilde Cathedral https://roskildedomkirke.dk/english/</p> <p>Hereafter , participants have a free evening and self-organised eating</p>	<p>13-14:00 Workshop on Open Innovation and Entrepreneurship By Juan Carlos Martínez, Burgos</p> <p>PMGs will continue developing their TRIPs by drawing on presentations and discussions. Academic staff will circulate for Feedback</p> <p>PMGs should prepare their plenary presentation departing from the TRIP guide. Instructions</p>	<p>Travelling</p> <p>Further METEOR activities until the second Academy:</p> <p>Until the second Academy in approx. 12 months, PMGs will develop their respective projects. Interim online events organized by universities will enable participants to</p>

	<p>Introducing METEOR Academy program: purpose, outcome and working methods By CASE Peter Grey</p> <p>Icebreaker</p> <p>Presentation: participants and Academy staff</p> <p>Introducing Peer Mentoring Groups (PMGs) What are Peer Mentoring Groups, and what is their purpose and work format? By Niels Warring and Linda Lundgaard Andersen</p> <p>First meeting in PMGs, including presentations, expectations and TRIP interests – focusing on participants’ PhD subjects and trajectory</p>	<p>Plenary presentation of participants’ work in PMGs – outlining the day’s work results and setting the agenda for further tasks By Niels Warring and Linda Lundgaard Andersen</p>		<p>will follow</p> <p>17:00 Informal reception - all participants gather for informal talk and interactions</p>	<p>compare progress and share learning.</p> <p>Participants will be expected to maintain a minimum level of engagement with their team and project resources, as measured by screen time metrics and response rates.</p>
<p>Readings</p>	<p>Brief on What is a Peer Mentoring Group</p>		<p>Wittmayer, J. M. et al. (2024). Neither right nor wrong? Ethics of collaboration in transformative research for sustainable futures.</p>	<p>Natalie Spence, et al (2024). Why and how academics become interdisciplinary researchers early in their careers</p>	

		Guideline for Transdisciplinary Research and Innovation Proposal (TRIP)	Avelino, F., et al (2020). <i>Transformative social innovation and (dis)empowerment.</i>	Brassler (2024) The Role of Appreciation in the Development of Interdisciplinary Teamwork Skills	
Dinner 17.30 Building 02	Buffet dinner	Buffet dinner	Self-organised dinner	Academy dinner	

2.2 Academy, University of Jyväskylä, Finland, 19-23th January

2026	Monday January 19 th	Tuesday January 20 th	Wednesday January 21 st	Thursday January 22 nd	Friday January 23 rd
Morning 09:00-12:00	<p>Theme: Introducing METEOR & Peer Mentoring Groups (PMG) and getting to know each other</p> <p>Note to Participant: NO Activities in the morning. NO lunch will be provided today.</p>	<p>Theme: Introducing TRIPs and idea-generation</p> <p>Method</p> <p>Venue: L303</p> <p>9:00-10:15</p> <p>Presentation: What is a Transdisciplinary Research and Innovation Proposal? By Peter Gray</p>	<p>Theme: Training Program Outcome and Transformative Research (with focus on transversal skills)</p> <p>Venue: Group rooms</p> <p>9:00-11:00</p> <p>PMG Group work 2: Working on the TRIP – Applying to the method session</p>	<p>Theme: Training Program outcome & further TRIP development</p> <p>Venue: L302</p> <p>9:00-12:00</p> <p>CDE/ Impact Workshop By Terhi Nokkala</p>	<p>Theme: METEOR in the coming year and the Academy evaluation</p> <p>Venue: L302</p> <p>9:00-11:00</p> <p>Evaluation: Online Survey by JYU Team -Josephine IAU</p> <p>Presentation:</p>

	<p>The registration desk opens at Vanha Juhlasali S212 at 12:30.</p>	<p>https://jyufi.zoom.us/j/7317179098</p> <p>10:15-10:30 Break</p> <p>10:30-12:00 Panel Discussion 1 Working collaboratively on international research proposals (Host:Terhi Nokkala)</p> <p>Discussants:</p> <ul style="list-style-type: none"> - Taina Saarinen (FIER) -Johanna Pöysä-Tarhonen (FIER) - Jan Bazyl Klakla (CASE) - Gökhan Kaya (Hacettepe University, Türkiye) - Juan Carlos (CCEI, Spain) 	<p>11:00-12:00 JYU Campus Tour By JYU Museum</p>	<p>- Training Program on Collaboration and Teamwork</p>	<p>Participants' works in PMGs – outlining the day's work result and setting the agenda for further tasks (10 mins per group)</p> <p>11:00-12:00 Plenary Evaluation</p> <p>Closing METEOR activities and tasks for the following year (work in PMGs, TRs, etc.)</p> <p>Summing up in PMGs and planning the coming session</p>
	No Academy Lunch	Lunch (Cafeteria Lozzi and Ilokivi)	Lunch (Cafeteria Lozzi and Ilokivi)	Lunch (Cafeteria Lozzi and Ilokivi)	Packed lunch at Lozzi

Afternoon 13-16.00	Venue: Old festival hall S212 13:00-13:30 Welcome By JYU Team 13:30-14:00 Introducing METEOR Academy program: purpose, outcome and working methods By Jan Bazyli (CASE) 14:00-14:30 Icebreaking Activity By JYU team 14:30-14:45 Coffee break 14:45- 15:15 Introducing Peer Mentoring Groups (PMGs) What are Peer Mentoring Groups, and what is their purpose and work format?	Venue: L302 13:00-15:00 PMG Group work 1: Presentation: How to organise and work collaboratively in PMG's / Training Program on Transformative Research By CASE First round of idea-generation for the TRIP outcome in Peer Mentoring Groups – applying a creative and mapping exercise 15:00-17:00 Free time	Venue: L209 13:00-14:45 Career workshop By Minni Matikainen 14:30-15:00 Coffee break L-building Cafeteria 15:00-16:00 Panel discussion 2 Transversal skills development in HE context Host: Terhi Nokkala Discussants: -Johanna Annala (FIER-HE), - Bahadır ALTINTAŞ (HU-STEM), - Josephine Moate (JYU- education), - Patti Nijhuis (JYU- Neuropsychology), - Iain Moore (JYU-Physics)	Venue: Group rooms 13:00-16:00 PMG Group work 3: Working on the TRIP Presentation In parallel: -Focus group interview -Group visit – video clips	Travelling
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	<p>By CASE</p> <p>15:15-16:00</p> <p>PMGs – First Encounter</p> <p>including presentations, expectations and TRIP interests – focusing on participants’ PhD subjects and trajectory</p> <p>By CASE</p>				
<p>Evening</p> <p>16:00 onwards</p>	<p>16:00-17:00</p> <p>Dinner</p> <p>Cafeteria Lozzi</p> <p>(Meal served until 18:00)</p> <p>-----</p> <p>18:00 METEOR Consortium and Mentors Dinner</p>	<p>Venue: Tilia</p> <p>17:00-20:00</p> <p>Reception - with food and wine</p> <p>Method Workshop</p> <p>by Emma Kostiainen and Auli Lehtinen</p> <p>Closing</p> <p>Working on the TRIP – Applying to the method session</p> <p>By Terhi Nokkala</p>	<p>16:00-17:00</p> <p>Dinner</p> <p>Cafeteria Lozzi (Until 18:00)</p>	<p>Venue: Hotel Alba</p> <p>18.00 onwards</p> <p>Social dinner at hotel Alba</p> <p>https://docs.google.com/forms/u/0/d/e/1FAIpQLSf-Y23_HF2FtqznQmKySTKd0j_opZzsfXTnlm9MGj1dfp9HRg/alreadyresponded?usp=send_form</p>	

2.3 Academy, Hacettepe University, Türkiye, 26-30th January

Monday 26/01/2026	Tuesday 27/01/2026	Wednesday 28/01/2026	Thursday 29/01/2026	Friday 30/01/2026
Theme: Introducing METEOR and Peer Mentoring Groups (PMG) and getting to know each other	Theme: Introducing TRIPs and idea-generation	Theme: Training Program Outcome and Transformative Research <i>(Note: The bus will leave from in front of the hotel at 08:30 and return to the hotel around 18:00)</i>	Theme: Training Program outcome & further TRIP development	Theme: METEOR in the coming year and the Academy evaluation
Travelling and arrival	D2.1. Presentation: What is a Transdisciplinary Research and Innovation Proposal? Peter Gray 75 minutes Coffee Break (30 minutes)	D3.1. Visit to Hacettepe University: Hacettepe Biodiversity Museum https://biyosfermuze.hacettepe.edu.tr Sırma Çapar Dinçer 60 minutes	D4.1. PMGs will work on developing their TRIPs by harvesting from presentations and discussions (90 minutes) Coffee Break (30 min)	D5.1 Plenary presentation of participants' works in PMGs – outlining the day's work result and setting the agenda for further tasks 60 min
Optional Tour (Meeting at the hotel's lobby at 08:45 and returning to the hotel at 12:30): Self-guided walking tour to the old town, castle area, and Anatolian Civilisations Museum (for info about admission fee, visit the museum's website).	D2.2. Presentation: How to organise and work collaboratively in PMG's Marios Vryonides 30 min	D3.2 Visit to Hacettepe University: Biodiversity Research and Application Center https://hubiom.hacettepe.edu.tr Zafer Ayaş 30 minutes	D4.2. CD/Impact Workshop (Producing strong arguments in CD activities) Metin Sardag & Gultekin Cakmakci 60 min	D5.2. Presentation: METEOR activities and tasks for the following year (work in PMGs, TRs, etc.) Peter Gray 30 min

	<p>D2.3. Round table discussion Early Career Researchers and faculty discussing the potentials and barriers of TRIP 45 min Moderator: Gultekin Cakmakci Participants: Peter Gray Marios Vryonides Yan Wang Gokhan Kaya</p>	<p>D3.3. Panel: Why does interdisciplinary research matter? Research Career Development & European Competence Framework for Researchers. Moderator: Gultekin Cakmakci, Panellists (TBC): Zafer Ayas, Sırma Çapar Dinçer, Juan Carlos Martínez Barrio, Peter Gray, Marios Vryonides, Semra Akgönüllü 60 min</p>		<p>D5.3. Evaluating the first academy 30 min</p>
<p>12:30-13:30: Registration & Lunch (Lunch Box) The program starts at 1:30 PM.</p>	<p>LUNCH</p>	<p>LUNCH (@ Beyaz Ev Restaurant https://beyazev.hacettepe.edu.tr)</p>	<p>LUNCH</p>	<p>11:00: The program ends at 11 :00 AM - Lunch Box @ the hotel's restaurant</p>
<p>D1.1. Welcome and Presentation by university hosts Gultekin Cakmakci & Metin Sardag 15 min</p>	<p>D2.4. First round of idea-generation for the TRIP outcome in Peer Mentoring Groups – applying a creative and mapping exercise 90 min Coffee Break (30 minutes)</p>	<p>D3.4. Welcome: Salim Öztürk, Gultekin Cakmakci (10 minutes) Visit to Hacettepe University Teknopolis: Workshop on Open Innovation and Entrepreneurship Juan Carlos 90 minutes</p>	<p>D4.3 PMGs will work on developing their TRIPs by harvesting from presentations and discussions (90 minutes)</p>	

<p>D1.2. Introducing METEOR Academy program: purpose, outcome and working methods Martyna Gliniecka 30 min</p>	<p>D2.5. Plenary presentation of participants' work in PMGs – outlining the day's work result and setting the agenda for further tasks 60min</p>	<p>D3.5. Visit to Hacettepe University Teknopolis: Company Visits: Option 1: Tale Worlds https://www.taleworlds.com Option 2: Plan Space https://www.plan.space Salim Öztürk & Cengiz Vural 45 minutes</p>		
<p>D1.3. Ice-breakers Metin Sardag 30 min</p> <p>Coffee break (30 minutes)</p>	<p>D2.6. Follow-up: Training Program on Transformative Research Peter Gray 60 min</p>	<p>D3.6. PMGs will work on developing their TRIPs by harvesting from presentations and discussions (45 minutes)</p>		
<p>D1.4. Introducing Peer Mentoring Groups (PMGs) What are Peer Mentoring Groups, and what is their purpose and work format? Martyna Gliniecka 30 min</p>				
<p>First meeting in PMGs, including presentations, expectations and TRIP interests – focusing on participants' PhD subjects and trajectory (Program ends 17:00)</p>				
<p>DINNER (@ 18:00 @ the hotel's restaurant) (Optional)</p>	<p>DINNER (Optional) (@ 19:00 @ Walking distance: Düveroğlu Anittepe)</p>	<p>DINNER (@ 18:00 @ Hacibaba Restaurant https://www.hacibaba.tr/) (Optional)</p>	<p>DINNER (Optional) (@ 19:30 @ the hotel's restaurant) (Optional)</p>	

2.4 Academy, European University Cyprus, 2-6th February

	Monday 2/2/2026	Tuesday 3/2/2026	Wednesday 4/2/2026	Thursday 5/2/2026	Friday 6/2/2026
	Theme: Introducing METEOR and Peer Mentoring Groups (PMG) and getting to know each other	Theme: Introducing TRIPs and idea-generation	Theme: Training Program Outcome and Transformative Research	Theme: Training Program outcome & further TRIP development	Theme: METEOR in the coming year and the Academy evaluation
9:00-12.00	Travelling and arrival	<p>Presentation: What is a Transdisciplinary Research and Innovation Proposal? Peter Grey (online) 60 minutes</p> <p>Coffee Break (30 min)</p>	<p>Horizontal Issues in Research Loizos Symeou Charis Xinari Pierantonios Papazoglou 90 min</p> <p>Follow-up: Training Program on Transformative Research Peter Grey (online) 30 min</p> <p>Coffee Break (30 min)</p>	<p>Impact Workshop Celia Chatzichristodoulou 60 min</p>	<p>Presentation: METEOR activities and tasks for the following year (work in PMGs, TRs, etc.) CASE 30 min</p>
		<p>Group Work of PhDs, Early Career Researchers and faculty discussing the potentials and barriers of TRIP and presentation of their work (1-2 slides each team) 90 min</p>	<p>Group discussions and subsequent presentation: What have we learned? How can learning points be harvested in PMGs and TRIPs? 60 min</p>	<p>Group discussions and subsequent presentation: What have we learned from the Training Programs? How can learning points be harvested in PMGs and TRIPs? 60 min</p>	<p>Summing up in PMGs and planning the coming session 30 min</p>
		<p>Readings: Guideline for Transdisciplinary Research and Innovation Proposal (TRIP)</p>	<p>Readings: Avelino, F., Wittmayer, J. M., Pel, B., Weaver, P., Dumitru, A., Haxeltine, A., Kemp, R., Jørgensen, M. S., Bauler, T., Ruijsink, S., & O’riordan, T.</p>	<p>Readings: Natalie Spence, Lina Markauskaite & Celina McEwen (2024) Why and how academics become interdisciplinary researchers</p>	<p>Plenary presentation of participants’ works in PMGs – outlining the day’s work result and setting the agenda for further tasks (half presentations)</p>

			(2020). Transformative social innovation and (dis)empowerment. https://doi.org/10.1016/j.techfore.2017.05.002	early in their careers, Higher Education Research & Development, 43:6, 1383-1398, DOI: 10.1080/07294360.2024.2332255 The Role of Appreciation in the Development of Interdisciplinary Teamwork Skills (2024) Mirjam Braßler. Iris Journal of Educational Research	60 min Evaluating the first Academy 30 min
	Registration 2.30-3.00 pm	LUNCH (Cafeteria) 12.00-1.30 pm	LUNCH	LUNCH	Pack lunch
3-6.30	Welcome and Presentation by university hosts Rector and Loucas Louca 30 min	Presentation: How to organise and work collaboratively in PMG's Marios Vryonides 30 min	Presentation: Research Career Development and the European Competence Framework for Researchers Andri Christoforou Pierantonios Papazoglou 60 minutes	Second round of idea-generation for the TRIP outcome in Peer Mentoring Groups – tentative thematic and problem formulations 60 minutes	Travelling Further METEOR activities until the second Academy: Until the second Academy in approx. 12 months, PMGs will develop their respective projects. Interim online events organized by universities will enable participants to compare progress and share learning.
	Introducing METEOR Academy program: purpose, outcome and working methods	First round of idea-generation for the TRIP outcome in Peer Mentoring Groups – applying a creative and	Needs Assessment Activity: PhD students' and ECRs' experiences with their educational and career paths Andry Stylianou	Plenary presentation of participants' works in PMGs – outlining the day's work result and setting the agenda for further tasks	Participants will be expected to maintain a minimum level of engagement with their team and project resources, as

	CASE 30 min	mapping exercise 60 min	90 min Coffee Break (30 min)	(half of participants) 60 minutes	measured by screen time metrics and response rates.
	Ice-breakers Marianna Efstathiadou 30 min Coffee Break (30 min)	Plenary presentation of participants' work in PMGs – outlining the day's work result and setting the agenda for further tasks 60 min	Group work: Harvesting from the presentation and roundtable, PMGs work further on their idea generation. 60 min		
	Introducing Peer Mentoring Groups (PMGs) Andri Christoforou 30 min				
	First meeting in PMGs , including presentations, expectations and TRIP interests – focusing on participants' PhD subjects and trajectory 60 min				
	Campus Tour (30 minutes) Cocktail Dinner (7.00pm)	Leventis 7.00	Pizza 7.00pm	DINNER +TOUR (Anamma)	

2.5 Academy, CEEI Burgos, Spain, 9-13th February

2026	Monday February 9th	Tuesday February 10th	Wednesday February 11th	Thursday February 12th	Friday February 13th
Morning 09:30 -	<i>Travelling and arrival.</i>	09:30 – 10:15 <i>Presentation: What is a</i>	09:30 – 10:15 <i>Presentation;</i>	09:30 – 11:00 <i>Round table</i>	09:30 – 11:00 <i>Plenary presentation</i>

<p>13:00</p>	<p>Registration participants.</p>	<p><i>of Transdisciplinary Research and Innovation Proposal? By Peter Gray CASE</i></p> <p>Coffe break</p> <p>10:30 – 13:00</p> <p>Entrepreneurship and Open Innovation workshop</p> <p>by Juan Carlos Martinez CEEI-Burgos</p>	<p>Transformative Research and Participative Methods, By Peter Gray CASE</p> <p>“Turn and talk” – paired discussion</p> <p>Focusing on participants’ experiences of transformative research and participative methods</p> <p>Followed by Questions and Answers</p> <p>Coffee break</p> <p>11:00 – 13:00</p> <p>Communication and impact workshop, by Irene Montejano (University Isabel I)</p>	<p>discussion II</p> <p>Transversal skills development in HEI context</p> <p>Facilitated by Irene Montejano (Isabel I University)</p> <p>Round table participants:</p> <p>Peter Grey, CASE</p> <p>Nino Javakhishvili, Georgia</p> <p>Isabel I University ECR or Phd.</p> <p>Juan Carlos Martinez, CEEI-Burgos</p> <p>Coffee break</p> <p>11:15 – 13:00</p> <p>PMG Group work 3:</p> <p>PMG s will further work on developing their TRIPs by harvesting from presentations and discussions –</p>	<p>of PMGs tentative TRIPs</p> <p>All PMGs present their TRIPs in plenary for feedback</p> <p>Coffee break</p> <p>11:15 – 12:15</p> <p>Firstly, participants fill out the online survey. After that a dialogical plenary evaluation will follow.</p> <p>A brief recap of Meteor activities and tasks for the following year, by CASE, Jan Bazyli and Peter Grey.</p> <p>End of the academy</p>
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				Academic staff will circulate for feedback	
13:00-14:00	Lunch	Lunch	Lunch	Lunch	Lunch
Afternoon 14:00 - 17:00	<p>Welcome</p> <p><i>CEEI-Burgos team , by Juan Carlos Martinez</i></p> <p>14:30-15:00</p> <p>Introducing METEOR Academy program:</p> <p><i>purpose, outcome and working methods</i></p> <p><i>By Jan Bazyli (CASE)</i></p> <p>Icebreaker Activitiy</p> <p><i>By CEEI- Burgos and Isabel I University teams</i></p> <p>15:30- 16:00</p> <p>Introducing Peer Mentoring Groups (PMGs)</p> <p>What are Peer Mentoring Groups, and what is their purpose</p>	<p>14:00 – 16:00</p> <p>Round table discussion I</p> <p>Early Career Researchers and faculty discussing the potentials and barriers of TRIP</p> <p>Facilitated by Irene Montejano (Isabel I University)</p> <p>Round table participants:</p> <p>Johana, JU</p> <p>Jan Bazyli, CASE</p> <p>Nino Javakhishvili, Georgia</p> <p>Isabel I University ECR or Phd.</p> <p>16:00 – 17:00</p> <p>PMG Group work 1:</p> <p>on the idea generation roadmap – Academic staff</p>	<p>14:00 – 17:00</p> <p>PMG Group work 2:</p> <p>PMG s will further work on developing their TRIPs by harvesting from presentations and discussions – Academic staff will circulate for feedback</p>	<p>14:00 – 17:00</p> <p>PMG Group work 4:</p> <p>PMG s will further work on developing their TRIPs by harvesting from presentations and discussions – Academic staff will circulate for feedback</p> <p>In parallel</p> <p>Interviews for videos</p>	Traveling

	<p>and work format? By Peter Grey (CASE)</p> <p>16:00 -17:00</p> <p>PMGs – First Encounter including presentations, expectations and TRIP interests – focusing on participants’ PhD subjects and trajectory</p> <p>By CASE/ Jan Bazyli and Peter Grey</p>	<p>will circulate for feedback.</p>			
<p>17:00 - 20:00</p>	<p>Social Event / Free time</p>	<p>Social Event / Free time</p>	<p>Social Event / Free time</p>	<p>Social Event / Free time</p>	<p>Social Event / Free time</p>
<p>20:00</p>	<p>Dinner Three options:</p> <ul style="list-style-type: none"> - Restaurante El Mítico - Burger Station - Gaona Jardín <p>-----</p> <p>METEOR Consortium and Mentors Dinner (Restaurant tbc)</p>	<p>Dinner Three options:</p> <ul style="list-style-type: none"> - Burger Station - Gaona Jardín - El Morito 	<p>Dinner Three options:</p> <ul style="list-style-type: none"> - Restaurante El Mítico - Burger Station - Gaona Jardín 	<p>Dinner + Rock Experience</p> <ul style="list-style-type: none"> - El Golden Garden 	

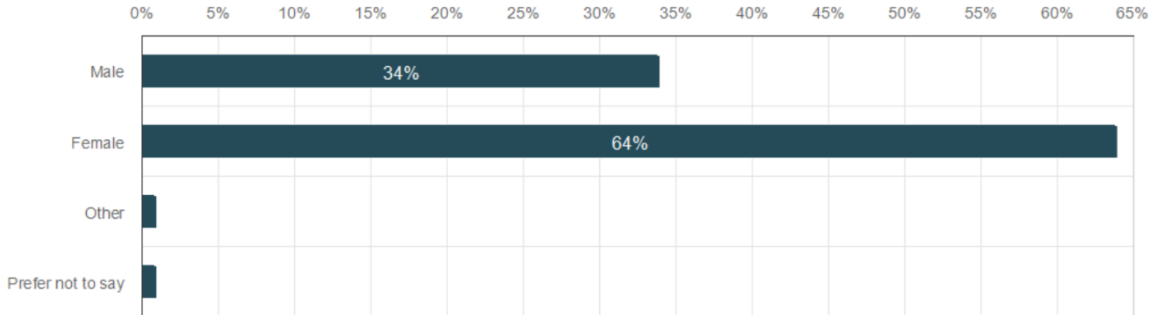
3 Completed surveys from the five Academies

Respondents

A total of 185 participants responded to the METEOR Evaluation Survey.

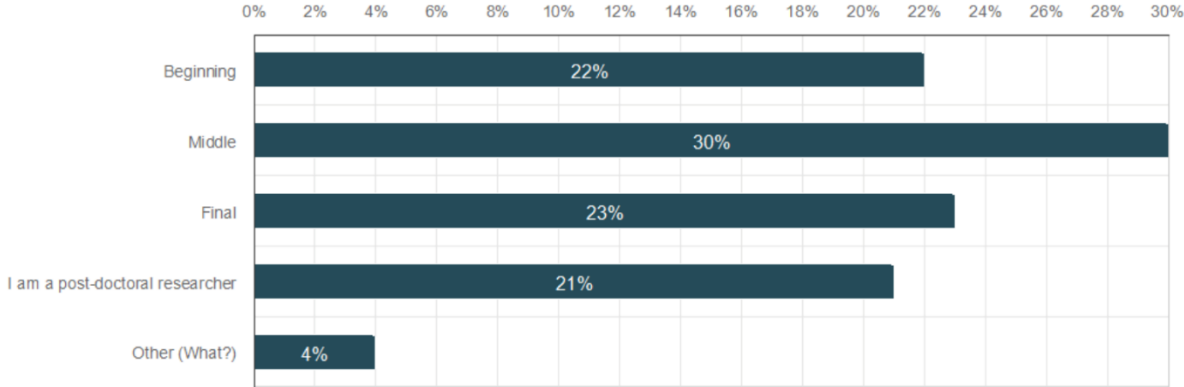
Gender distribution

The gender distribution shows that 64.1% of participants identify as female, while 34.3% identify as male. A very small proportion selected “other” (0.6%) or preferred not to say (1.1%). Overall, the participants were predominantly women.



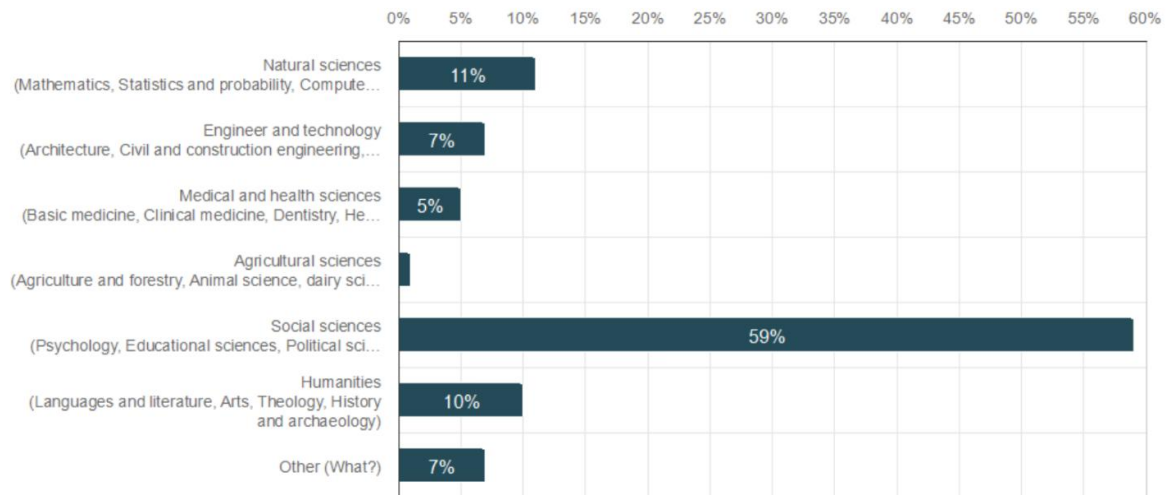
Research stage

Regarding the stage of PhD research, participants are relatively evenly distributed across career stages. The largest group is in the middle stage of their PhD (30.4%), followed by those in the final stage (23.2%) and the beginning stage (22.1%). In addition, 20.4% identify as post-doctoral researchers. A small share (3.9%) selected “other,” with responses indicating early career researchers, professors, associate professors, research associates, or individuals who have already completed their PhD.

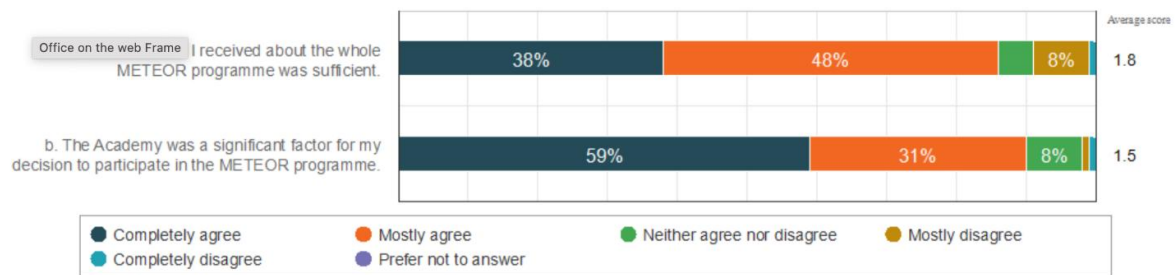


Academic field

In terms of academic field, the majority of respondents come from the social sciences (58.6%), making this the most represented discipline. Natural sciences account for 11.1% of participants, followed by humanities (9.9%) and engineering and technology (7.2%). Medical and health sciences represent 5.5%, while agricultural sciences account for 1.1%. A further 6.6% selected “other,” with fields including business and management, philosophy, sociology, art education, computer science and anthropology.



METEOR Programme Introduction

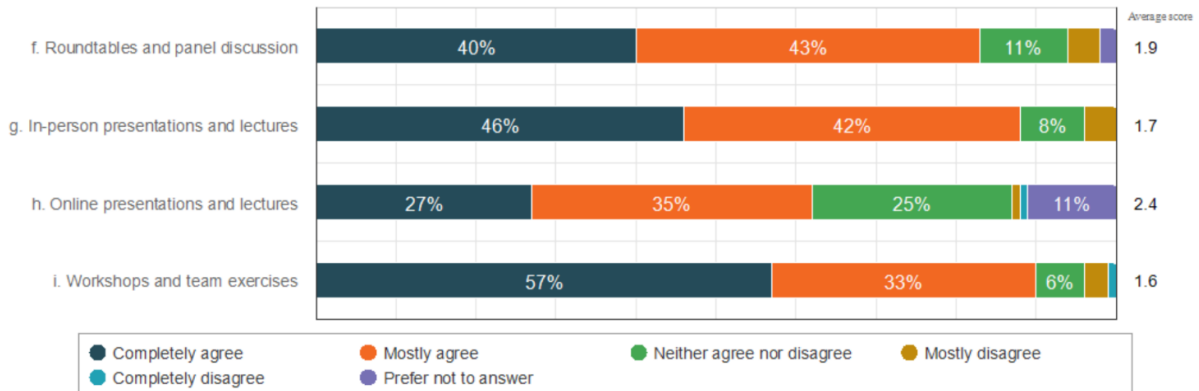


86% of participants answered that they either completely or mostly agree that they have received sufficient information about the whole METEOR programme. Participation in the Academy has been an important motivation for joining METEOR, as 90% of participants answered that they either completely or mostly agree that the Academy was a significant factor in their decision to participate in METEOR.

These high figures must be considered satisfactory, and the Academy’s strong appeal supports the decision to position the Academies as core activities within METEOR. There has been some uncertainty from partners about whether the information to participants has been sufficient and has been timely sent to them. Although 8 % either mostly or completely (corresponding to 1 participant) disagree that they have received sufficient information, the level of information provision can be assessed as satisfactory.

METEOR Academy Activities

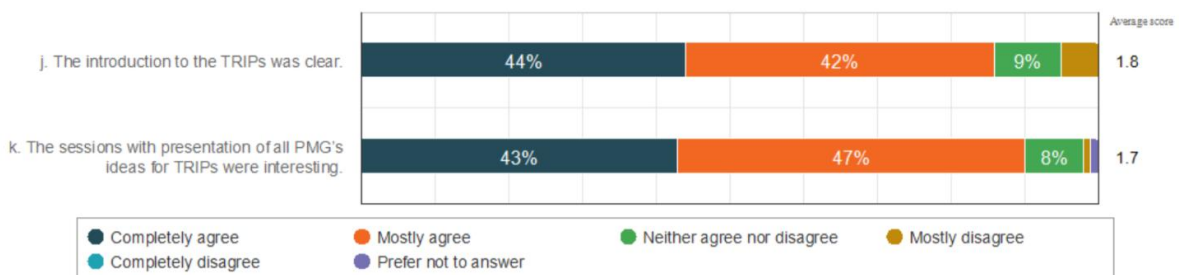
I enjoyed the following forms of activities in the plenary sessions:



Workshops and team exercises, in-person roundtables and panel discussions, and in-person presentations and lectures all score similarly positive results (from 83 % to 90% of the participants answering they either completely or mostly agree) - with roundtables and panel discussions scoring slightly lower than the other activities.

Fewer have answered positively about online presentations and lectures (yet still more than half), probably because they were only available at some Academies. This pattern is also reflected in the data, as most of the remaining participants selected neutral response categories.

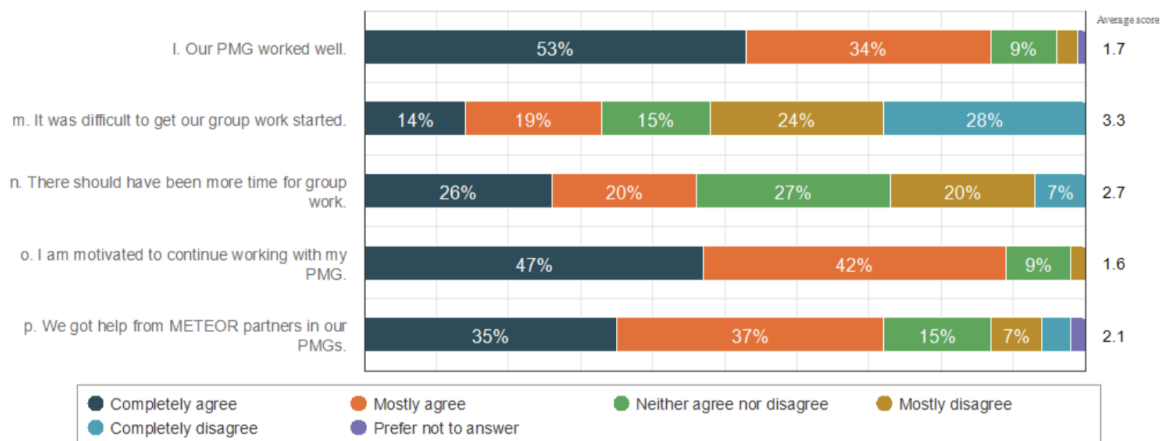
TRIPs (Transformative Research and Innovation Proposals)



On both questions about the TRIPs (Transformative Research and Innovation Proposals) participants are very positive. When 5% answer that they mostly disagree that the introduction to TRIPs was clear, a possible explanation may be that some participants found it difficult to see the practical implications of the introduction for how to initiate the group work.

It is very positive that participants are very satisfied with the plenary presentations of the PMG's ideas for proposals. This can be interpreted as a positive evaluation of the learning outcome it has been to hear what other groups were working on – and potentially get inspired by.

PMGs (Peer Mentoring Group) and Facilitation



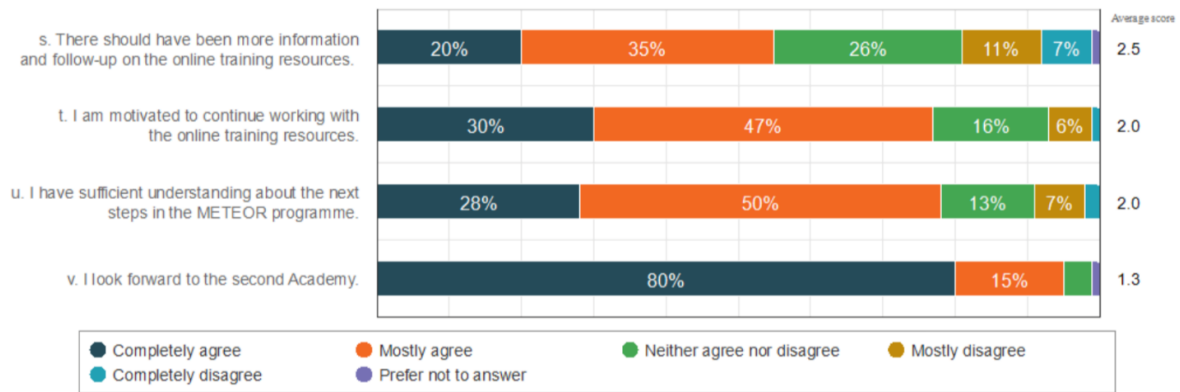
Overall, the responses indicate a largely positive assessment of the PMG experience. A strong majority agreed that their experience of PMG was positive. Overall, 87% either completely agree or mostly agree that the PMG’s worked well. Similarly, participants expressed high motivation to continue working with their PMGs, completely agreeing or mostly agreeing.

Regarding collaboration processes, responses were mixed. While 46% agreed that there should have been more time for group work (26% completely and 20% mostly agree), a similar proportion of selected neutral responses (27%) or expressed disagreement (27% in total). It is difficult to draw a clear conclusion from this. When nearly half of the participants answered that there should be more time for group work, it could be understood as a wish to have had more time to develop their TRIPs. On the other hand, it would be difficult to spend less time on plenary sessions, given the very positive assessment a wish to have less time spent on plenary sessions, as shown above.

Concerning the statement that it was difficult to get the group work started, the distribution leans towards disagreement (24% mostly disagree and 28% completely disagree), although 33% expressed agreement. It is not surprising that a third of the participants found it difficult to get the group work started, given that the groups were formed across nationalities and academic fields. It may also reflect what some in the oral evaluation highlighted, namely that they could have used clearer guidelines for the processes and phases in their group work. Still, half of the participants indicated that they didn’t find it difficult to get the group work started, so overall the challenges seem to have been manageable.

Finally, 72% of participants agreed that they received help from METEOR partners in their PMGs (35% completely and 37% mostly agree). It is positive that so many have found that the senior staff from METEOR partners helped their PMG’s in their work. However, it could have been expected that numbers would be higher, as the ambition was that all groups should receive support from the METEOR partners in their group work.

Online Training Resources and Future Orientation



A majority of participants, 77%, expressed motivation to continue working with the online training resources (30% completely agree and 47% mostly agree). Similarly, 78% indicated that they have sufficient understanding of the next steps in the METEOR programme (28% completely and 50% mostly agree).

At the same time, 55% agreed that there should be more information and follow-up on the online training resources (20% completely and 35% mostly agree). However, a similar proportion expressed neutral responses (26%) or disagreement (11% mostly disagree and 7% completely disagree). When more than half of the participants indicate that there should have been more information and follow-up on online training resources, it reflects that the issue has not received much attention in the Academy programmes. The responses indicate that this is an issue that should be considered in the further development of METEOR, both in relation to mentoring and in planning the second round of Academies.

The most positive responses relate to expectations for the second Academy. A very large majority, 95% overall indicated that they look forward to the second Academy (80% completely agree, and 15% mostly agree). This reflects a high level of enthusiasm among participants to continue the work with METEOR.

Summary of survey findings

Overall, the evaluation indicates a very positive assessment of the METEOR programme and its Academy activities. Participants generally felt well-informed about the programme and considered the Academy an important motivation for joining METEOR. Although some uncertainty was expressed regarding the timeliness and sufficiency of information, the overall level of information provision can be regarded as satisfactory.

The Academy activities were received very positively. In-person formats such as workshops, team exercises, roundtables, panel discussions, and presentations were particularly well evaluated. Online formats received somewhat more mixed responses, likely reflecting differences in their use across Academies rather than dissatisfaction with the format itself.

Participants were also highly positive about the TRIP component (Transformative Research and Innovation Proposals). A small minority found the introduction less clear, which may relate to challenges in translating the overall concept into concrete steps for initiating group work. The plenary presentations of the PMGs' proposal ideas were especially well received and appear to have supported peer learning and mutual inspiration.

The experience of working in PMGs (Peer Mentoring Groups) was assessed positively overall. Most participants found the groups functioning well and expressed motivation to continue the collaboration. Responses regarding the time allocated to group work were more mixed, suggesting that some participants would have welcomed additional time to develop their proposals further. While some participants experienced initial challenges in getting the group work started—possibly due to the interdisciplinary and international composition of the groups, these challenges appear to have been manageable overall. Support from METEOR partners was generally appreciated, although there may be room to further strengthen facilitation.

Participants expressed motivation to continue engaging with the online training resources and reported a general understanding of the next steps in the programme. At the same time, several respondents indicated a need for more information and follow-up regarding online resources, suggesting that this area could receive greater attention in the further development of METEOR, particularly in relation to mentoring and planning future Academies.

Finally, expectations for the second Academy are very high, reflecting strong enthusiasm and commitment among participants to continue their involvement in METEOR.

4 Qualitative evaluation - reports from the Academy hosts

4.1 Report from Roskilde University, Denmark

<p>Reflections on/assessments of your Academy</p>	<p>Attendance – numbers, dropouts.</p> <p>Fifty participants were allocated to the Academy, and we ultimately ended up with 45. The dropouts were due to various reasons such as illness, lost passport, and changes of plans.</p> <p>The PMG’s work on their TRIPs – processes, interdisciplinarity, outcome</p> <p>The PMG’s worked intensely during the Academy. It was prioritised that the groups should give a short status update in plenum at the end of the second day. Although this came early in the process, we assess that it was productive for the group’s work. The groups used the presentations to highlight their different disciplinary starting points in the process of identifying a shared theme. In this way, the interdisciplinary composition of the groups was made visible, along with both the opportunities and challenges this posed. Several groups reported in their presentations that, after presenting their different disciplinary backgrounds and specific research projects, they had realised that their fields were very different and that it had initially been difficult to identify a possible idea that could accommodate everyone’s interests.</p> <p>One group described the process as follows in their project presentation: We realised that we did not have very much in common academically, so we began to talk about what engaged us personally. From there, some possible ideas for a proposal started to emerge. The subsequent process involved exploring how the participants’ diverse disciplinary backgrounds could be brought to bear in a meaningful way. A participant from another group described how her field had been difficult to integrate directly into the project, but that she found motivation in contributing to the methodological development of the project proposal.</p> <p>Participants engagement</p> <p>Our overall impression was that the participants were engaged in both the plenary sessions and the group work. The intended flow of the week, alternating between plenary sessions and group work, functioned well. There was a clear progression in the programme: the first two days consisted of introductions to METEOR, TRIPs, and PMGs, followed by days three and four with presentations that supported the groups’ work on their TRIPs.</p> <p>Although a few participants still expressed doubts at the end of the Academy about whether they felt sufficiently motivated to pursue the academic trajectory outlined in the PMG presentations, the overall process and the concrete outcomes of the PMGs’ work must be assessed as highly successful.</p>
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	<p>This was not least due to the high level of engagement and energy invested by participants in working towards a shared project idea.</p> <p>Mentoring</p> <p>Several Academy partners were present, and they contributed as mentors and presenters. Throughout the week, the mentors discussed the PMGs' work among themselves to identify where particular challenges might arise. A balance was maintained between allowing the groups to work undisturbed and stepping in to offer support or request a status update on their work. It is possible that a clearer shared understanding of the process among the mentors could have been developed, with more explicit attention to which aspects of the groups' work processes could be supported in specific ways. Perhaps a template or brief manual could have facilitated this. This has been underlined by some participants.</p> <p>Plenary sessions – presentations, roundtables, workshops</p> <p>The programme was structured around a variety of presentations, a roundtable, and workshops. The plenary sessions were organised with different degrees of participant engagement. Some presentations were primarily informative, providing participants with knowledge and perspectives on research methods, innovation processes, and related topics. Participants appeared engaged and interested during the plenary sessions, although in some cases, there were only a few questions or contributions from the audience.</p> <p>Training Resources – were they reflected, included?</p> <p>Presentations included references to the Training Resources (TRs) when it was relevant. The intention was to direct participants' awareness and interest towards the TRs. It is, however, our impression that only some of the groups directly referred to and used the TR's in their group work.</p> <p>Social activities</p> <p>One afternoon was dedicated to an excursion to two major attractions in Roskilde: The Cathedral and the Viking Ship Museum. The excursion was well received by the participants.</p> <p>Evening meals were served on campus, and participants did not stay long after dinner. On the final evening, a slightly longer period for informal socialising was scheduled, and more of this might perhaps have been arranged earlier in the week. On the other hand, participants were also tired after long days on campus, and some participants organised social activities in Copenhagen following the day's programme at RUC.</p>
<p>TRIP's – topics, presentations</p>	<p>Reflections on the topics and presentations of the PMG's ideas for TRIPs</p> <p>Ten PMGs worked on TRIP ideas. Most groups stayed with the topic they introduced on the second day of the Academy, although some revised or</p>

	<p>adjusted it during the week. Their final presentations were impressive and demonstrated how they had engaged with the interdisciplinary setup, and for some had consulted Horizon calls. A few groups had already made significant progress in outlining the tasks and phases of their upcoming work. Others were less advanced in the process and were still working on narrowing their focus.</p>
<p>Participants' evaluation</p>	<p>In the final oral evaluation, the participants touched upon different subjects:</p> <p>Overall outcome</p> <p>Participants expressed the same general satisfaction as reflected in the survey results. Several commented that the experience had been extraordinary and of the highest quality compared to any other learning experience they had previously had.</p> <ol style="list-style-type: none"> 1. The work in the PMGs Although some emphasised the challenge of working across national and academic backgrounds, they also expressed pride—and some surprise—at having been able to develop proposals with relatively clearly defined tasks ahead. It was suggested that clearer guidelines for the group work during the week, as well as an example of a research proposal, might have been helpful. 2. The interdisciplinary setup Participants reflected on the initial difficulty of imagining how common ground could be established. However, during the process of defining the TRIP topic, it became easier to see how participants' backgrounds and academic disciplines could be integrated. 3. Mentoring and support A few participants mentioned that they might have benefited from more support in their group work, especially at the beginning, when it was difficult to establish common ground and when they were unsure about which processes to follow. Others expressed gratitude for help during difficult times in their group work. 4. Plenary sessions Although general satisfaction with plenary sessions was expressed, some asked for more presentations to include more concrete guidance for their group work.
<p>Summary of main points</p>	<p>The programme structure created a clear, productive progression throughout the week. The PMGs worked intensively on developing their TRIPs, and early status presentations helped clarify disciplinary differences and supported the process of identifying shared interests. Interdisciplinary initially posed challenges, but groups gradually found ways to integrate diverse backgrounds, resulting in strong final presentations and concrete proposal ideas. Mentoring was present and appreciated, though clearer coordination and guidance among mentors might have strengthened support further. Plenary sessions were well received, particularly where they supported the TRIP process, though some participants requested more</p>

	concrete guidance for group work. Social activities, including the Roskilde excursion, were positively received, though additional informal networking earlier in the week might have been beneficial. Overall, both survey and oral feedback reflected strong satisfaction with the Academy experience and its learning outcomes.
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4.2 Report from University of Jyväskylä, Finland

<p>Reflections on/assessments of your Academy</p>	<p>This report summarises the activities, participants' feedback and the host's comments for the METEOR Academy #1, held at the University of Jyväskylä (JYU) from 19–23 January 2026. The activities were designed to address the themes of the METEOR programme to foster international interdisciplinary collaboration and develop transformative research skills among PhD candidates and early-career researchers.</p> <p>A total of 39 participants attended the METEOR Academy. The participants were divided into eight Peer Mentoring Groups (PMGs). Participants represented all consortium partners except the associate partner from Brazil.</p> <p>Four mentors from consortium institutions (CASE, JYU, HU, and KU) facilitated the PMG work. In total, ten mentors from the METEOR network, together with more than eight JYU academics and staff members, contributed to panel discussions, workshops and supported the Academy activities.</p> <p>Administrative recommendation: Travel Visa Coordination Improved coordination with home institutions is needed for participants requiring visas. Sending participant lists to embassies in advance and reminding participants to prepare up-to-date travel documentation could facilitate the administrative process.</p> <p>Accommodation Due to budget constraints, double rooms were initially planned. Yet, many participants requested single rooms. Providing single rooms by default (with double rooms on request) would better respect privacy. Clearer inclusivity guidelines would also assist organisers in managing accommodation requests.</p> <p>Catering Takeaway lunches were practical for participants departing early. Most meals were provided through campus catering, and reception and social dinners proved valuable for informal networking and showcasing local cuisine. Regular coffee breaks were essential given the cognitive demands of sessions.</p> <p>Last-Minute Cancellations</p>
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	<p>Late cancellations required merging groups and adjusting accommodation bookings. Confirming attendance one week in advance could reduce resource waste.</p> <p>Pedagogical Recommendation: Use of University Expertise</p> <p>Effective communication with facilitators and the use of university resources contributed significantly to the programme's success. JYU academics were welcoming and actively supported workshops and knowledge exchange.</p>
<p>Participants' evaluation</p>	<p>Participants expressed appreciation for the organisation and collaborative atmosphere of the METEOR Academy. Many highlighted the value of interdisciplinary interaction. The programme was generally experienced as enjoyable and engaging, and respondents indicated interest in continuing to participate in future activities. Here is some feedback from the participants:</p> <p>Networking Opportunities and Breaks</p> <p>Participants suggested allocating more opportunities to foster relationship-building and informal exchange. Apart from the campus tour, visiting a school and/ or company in Jyväskylä was welcome. Also, incorporating shorter coffee breaks could help reduce cognitive load during the workday.</p> <p>Group Composition</p> <p>Some participants highlighted the importance of group formation. There was feedback related to the heavy disciplinary clustering or strong technical dominance, which could affect the group dynamics and equitable participation. There was limited representation from fields such as media, communication, marketing, or business. The disciplinary diversity could be broadened among speakers, mentors, or participants.</p> <p>Participatory Sessions</p> <p>While plenary sessions were viewed as informative, some participants commented that some sessions were top-down. For example, participant voices could be integrated more actively into panel discussions</p>
<p>Conclusion</p>	<p>METEOR Academy #1 at the University of Jyväskylä was a collaborative and interdisciplinary learning environment for PhD candidates and early-career researchers. Through peer mentoring, workshops, panel discussions, and collaborative TRIP development, the Academy strengthened participants' capacities in transformative research design, transversal skills, and international teamwork.</p> <p>Participant feedback confirms a high level of engagement and satisfaction. Also, the participants provided constructive recommendations regarding the programme and group composition.</p>

	Overall, METEOR Academy #1 established a strong foundation for further PMGs work, and Academy #2. It supports the professional and career development of PhD and early career researchers.
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4.3 Report from Hacettepe University, Ankara, Türkiye

<p>Reflections on/assessments of your Academy</p>	<p>Attendance, Numbers, Dropouts</p> <p>A total of 37 METEOR participants and 4 facilitators joined the Academy. Including mentors, speakers, and organising committee members, the total number of participants was 78. Just before the Academy, six participants requested to switch to the online format for various reasons. Two international participants who had planned to travel from abroad informed us that they would not be able to attend.</p> <p>The PMGs' Work on Their TRIPs – Processes, Interdisciplinarity, Outcomes</p> <p>Each PMG prepared a proposal by the end of the one-week period. During the preparation process, PMGs indicated that they would benefit from additional time and further work to refine their proposals.</p> <p>Participant Engagement</p> <p>Participants who attended the Academy were highly motivated and engaged. In conversations held the day before the Academy, researchers from different fields expressed uncertainty about how they could collaborate on a common topic. However, the high level of engagement within the groups, together with the Academy content, helped reduce this uncertainty and supported productive collaboration.</p> <p>Mentoring</p> <p>The Hacettepe Academy was conducted in eight groups. Five mentors actively supported the group work throughout the programme.</p> <p>Plenary Sessions – Presentations, Roundtables, Workshops</p> <p>An unfortunate event that occurred shortly before the Academy (Martyna's accident) necessitated changes to the plenary presenters and roundtable speakers.</p> <p>The Workshop on Open Innovation and Entrepreneurship was held on Wednesday, and the Workshop on Producing Strong Arguments in CD Activities was held on Thursday. Feedback from the Wednesday workshop suggested that active participation in PMGs—particularly through presenting interim work—strengthened engagement and helped participants adapt to the group-work dynamics. Feedback from the Thursday workshop indicated that participants developed a clearer understanding of the theoretical structure underpinning</p>
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	<p>the writing activities they had previously approached more intuitively during the academic writing process.</p> <p>Training Resources – Were They Reflected/Included?</p> <p>The Training Programme on Transformative Research session held on Tuesday and the Workshop on Producing Strong Arguments in CD Activities held on Thursday both integrated and reflected the training resources.</p> <p>Social Activities</p> <p>An optional city tour was organised on Monday prior to the Academy. More than 25 participants—especially those from different countries—joined the tour, and feedback indicated that it was enjoyable and well organised.</p> <p>Additionally, on Wednesday, a visit to the Hacettepe Biodiversity Museum and two optional company visits were organised (Option 1: TaleWorlds; Option 2: Plan-S). The company visits were particularly interesting for participants; during the TaleWorlds visit, one participant stated that he had played and greatly admired the company’s games.</p> <p>Finally, on Thursday afternoon (around 3 PM), participants were given free time, which they used according to their own interests and needs.</p>
<p>TRIP’s – topics, presentations</p>	<p>Reflections on the Topics and the Presentations of the PMGs’ Ideas for TRIPs</p> <p>Eight presentations were delivered. Based on these presentations, it is expected that the content will undergo substantial revisions as a result of upcoming sessions with mentors and further collaborative work among group members. Indeed, several participants indicated that their topics may change.</p>
<p>Participants’ evaluation</p>	<p>Main Points from the Dialogical Oral Evaluation Related to the Purpose and Outcomes of the First Academy – Strengths, Weaknesses, Outcomes Voiced by Participants</p> <p>In dialogues with participants, it was stated that the Academy offers a strong approach and provides important opportunities, such as networking and collaborating with researchers from different fields. Participants particularly appreciated the interdisciplinary dimension of the programme.</p> <p>As a point for improvement, several participants suggested increasing the number of PMG sessions at the Academy to allow more time for in-depth discussion and project development.</p>

Summary of main points	<p>Major Points to Highlight</p> <p>Many participants initially expected to develop projects directly within their own research areas and contribute to them during their PhD studies. In this context, some participants experienced uncertainty about how the structure would function when working with researchers from different disciplines. However, as a result of the sessions held during the Academy, the process became clearer at the participant level.</p> <p>Although participants worked within PMGs, they indicated a need for further research, additional brainstorming, and more time to shape and refine their proposal ideas.</p>
Suggestions and Avenues for Improvement	<p>The Hacettepe Academy demonstrated that the quality of the METEOR Academy is highly dependent on the contributions of speakers from partner institutions. Their strong understanding of the METEOR project and their active engagement with participants throughout the week helped create a vibrant scientific community.</p> <p>We sincerely appreciate the METEOR researchers who participated in the first round of the Academy programme. We would also like to remind partner institutions that have not yet sent researchers to any of the Academies that active participation is a core responsibility of being part of the METEOR team. We hope that these partners will address this gap by ensuring participation in the second round of Academies next year.</p>

4.4 Report from European University Cyprus, Nicosia, Cyprus

Reflections on/assessments of your Academy	<p>This report summarises the activities, participants' feedback and host's comments for the METEOR Academy #1, held at the European University Cyprus (EUC) from 02-06 February 2026. The activities were designed to address the themes of the METEOR programme, fostering international, interdisciplinary collaboration among PhD students and early-career researchers and developing transformative research skills.</p> <p>A total of 45 participants attended the METEOR Academy. The participants were divided into 10 Peer Mentoring Groups (PMGs). Participants represented consortium partners:</p> <ul style="list-style-type: none"> • CASE - Center for Social and Economic Research • University of Verona • European University of Cyprus • Kastamonu University <p>Four mentors from consortium institutions facilitated the PMG work. In total, nine members of the METEOR network, together with four academics and</p>
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	<p>staff members from EUC, contributed to panel discussions, workshops, and support for Academy activities.</p> <p>Administrative recommendations:</p> <p>Accommodation</p> <p>Due to budget and room constraints, double rooms were initially planned. Some participants requested single rooms, and we were able to accommodate their requests. Even though there was budget available, there were no more rooms at the hotel we had booked for the participants to stay, so we could not provide single rooms for all participants.</p> <p>The PMG's work on their TRIPs</p> <p>The PMG's worked intensely throughout the Academy following the week-long program. During day 1, group members had time to learn about each other, their disciplines and their research interests. Day 2 was used to help participants develop the same understanding of TRIPs and the academy's expectations. Days 3 and 4 were used to provide participants with ideas to work on in their TRIPs, as well as time to work, discuss, and reflect in their groups. Whole team discussions were not very easy to accommodate, due to the large number of participants; thus, they were provided more time for individual group work. We also included presentation time in their groups, providing structure for students to develop ideas for their TRIPs based on the strengths of all members of their group. On Day 4 afternoon and Day 5 morning, all groups provided time to present their TRIP ideas to all the rest of the groups, so that we could provide opportunities to see what other groups were working on.</p> <p>Social activities</p> <p>One afternoon was dedicated to a 1-hour walking tour around the old city of Nicosia, along with a presentation on the history behind particular stops on the tour, cultural aspects, and common (or not) European ideas. The tour also included a brief visit to a contemporary art museum owned by the municipality of Nicosia. The tour was well received by the participants.</p> <p>All lunches were offered at the University cafeteria, with a buffet option featuring a wide variety of choices. Dinner on day 1 was a cocktail so participants could easily mingle. Dinner for days 2 and 4 was offered at out-of-campus restaurants. Day 3 had a pizza night on campus, again providing opportunities for informal socialising. Lunch for day 5 was offered in the form of a sandwich so that participants may leave for the airport easily.</p>
<p>Participants' evaluation</p>	<p>The METEOR 1st Academy Evaluation Survey collected responses from 40 participants, representing a diverse cohort across nationalities, academic disciplines, and stages of PhD research. The largest share of participants came from the European University Cyprus (35%), followed by Poland (15%) and</p>

	<p>Georgia and Spain (each 12.5%). Social sciences dominated the academic background of respondents (50%), with additional representation from natural sciences (15%) and engineering and technology (10%). Most attendees identified as female (65%) and were primarily in the middle (47.5%) or final (27.5%) stages of their doctoral research, indicating a mature, internationally diverse academic audience.</p> <p>Overall, participants reported strong satisfaction with the organisation and structure of the Academy held at the European University Cyprus. A majority agreed they received adequate practical information regarding logistics (77.5% completely or mostly agreed), and 72.5% felt the programme flow and scheduling were well organised. The Academy was seen as a meaningful component of the METEOR programme, with 80% indicating it supported their professional goals. However, feedback noted issues related to long sessions, dense scheduling, and some repetition in lecture content. Some participants highlighted the desire for more practical, hands-on sessions—especially in areas such as research proposal writing.</p> <p>Participants valued interactive elements such as workshops and team exercises, which received the highest positive ratings (85% reporting complete or moderate enjoyment). Roundtables and panel discussions were also well received. Peer Mentoring Groups (PMGs) generally worked effectively, with 80% of respondents expressing satisfaction with their group dynamics and 90% indicating motivation to continue collaborating. Nevertheless, respondents expressed a desire for more structured guidance and clearer expectations regarding next steps.</p> <p>Networking opportunities—especially during lunches and dinners—were considered successful by most participants, with 82.5% agreeing they facilitated meaningful interactions. Yet, some respondents wished for additional time dedicated to social or cultural activities, noting that the single city tour occurred too late in the day to be effective.</p>
<p>Conclusion</p>	<p>METEOR Academy #1 at the European University Cyprus was a meaningful, collaborative and interdisciplinary learning environment for PhD candidates and early-career researchers. Participants' overall sentiment toward the Academy was positive. Many participants expressed appreciation for the effort invested in organising the event and conveyed enthusiasm for the next Academy, with 92.5% looking forward to continuing in the METEOR programme.</p> <p>Some participants also provided constructive recommendations regarding the programme structure and content.</p>

4.5 Report from CEEI-Burgos, Spain

<p>Reflections on/assessments of your Academy</p>	<p>Attendance – numbers, dropouts.</p> <p>The METEOR Academy hosted at CEEI-Burgos gathered 60 individuals, including PhD candidates, Early Career Researchers (ECRs), mentors, facilitators, and partner representatives. The majority were PhDs and ECR participants, totalling 50 individuals, with the rest comprising mentors and partners.</p> <p>Regarding retention, a total of 4 participants withdrew from the project. These dropouts were due to personal reasons, which prevented them from continuing their involvement. Most attendees were doctoral and postdoctoral participants engaged in the METEOR training pathway. Participation remained consistently high throughout the week, with only a small number of withdrawals (reported as four), mainly due to personal or logistical reasons rather than programme-related issues. Overall retention and daily attendance were very positive, reflecting strong commitment to the Academy’s objectives</p> <p>The PMG’s work on their TRIPs – processes, interdisciplinarity, outcome</p> <p>Peer Mentoring Groups (PMGs) were formally introduced at the beginning of the Academy and structured as the core collaborative units for developing Transdisciplinary Research and Innovation Proposals (TRIPs). Early sessions focused on first encounters, the sharing of expectations, and mapping participants’ doctoral trajectories and thematic interests.</p> <p>Across multiple dedicated group-work blocks, PMGs advanced their TRIPs through:</p> <ul style="list-style-type: none"> • Idea generation roadmaps • Iterative peer feedback • Academic mentoring circulation • Harvesting insights from plenary sessions and workshops <p>The process fostered interdisciplinarity, with participants integrating perspectives from different academic fields and national contexts. By the final plenary, all PMGs presented tentative TRIP concepts and received structured feedback, resulting in clearer proposal scopes, stakeholder mapping, and impact pathways.</p>
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	<p>Participants engagement</p> <p>Engagement levels were consistently high across formats. Interactive methodologies such as icebreaking activities, workshops, open discussions, and group ideation sessions created an open and participatory learning climate. Participants showed particular motivation during collaborative TRIP development, where ownership of outputs and peer exchange were strongest.</p> <p>Mentoring</p> <p>Mentoring was embedded through the PMG structure and through academic staff facilitation. Mentors circulated during group work, offering methodological, conceptual, and impact-oriented guidance. This hands-on approach ensured that support was contextualized and immediately applicable to each TRIP's development stage.</p> <p>Plenary sessions – presentations, roundtables, workshops</p> <p>The Academy combined conceptual framing with applied skill development. Key plenary components included:</p> <ul style="list-style-type: none"> • Presentations on transdisciplinary research and participative methods • Roundtables on TRIP potentials, barriers, and transversal skills in HEIs • Communication and impact workshops • Entrepreneurship and open innovation training <p>These sessions linked theory with practice and provided frameworks later operationalized in PMG work.</p> <p>Training resources – reflection and inclusion</p> <p>The Academy was built directly on prior online training resources and previous academy experiences. Sessions explicitly followed up on these resources, enabling participants to translate prior learning into TRIP design, stakeholder engagement strategies, and collaborative research planning.</p> <p>Social activities</p> <p>Daily social events, shared dinners, and informal networking spaces complemented the formal programme. These activities strengthened trust, intercultural exchange, and group cohesion—factors that positively influenced PMG collaboration and long-term networking.</p>
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	During the academy, the Mayor of the City of Burgos, Ms. Cristina Ayala, welcomed all participants, partners and mentors in the City Council facilities, acknowledging the importance of this activity for the city.
TRIP's – topics, presentations	<p>TRIPs – topics and presentations</p> <p>TRIP topics reflected diverse societal challenges and research domains, unified by transdisciplinary and impact-driven approaches. Presentations demonstrated:</p> <ul style="list-style-type: none"> • Early stakeholder identification • Cross-sectoral collaboration ideas • Policy and societal relevance • Innovation pathways linked to research <p>Feedback sessions helped refine feasibility, interdisciplinarity depth, and communication strategies.</p>
Participants' evaluation	<p>Main points from your dialogical oral evaluation related to the purpose and outcome of the first Academy -strengths, weaknesses, outcomes voiced by participants?</p> <p>Evaluation was conducted through an online survey followed by a dialogical plenary reflection session. This mixed format enabled both quantitative satisfaction input and qualitative collective assessment.</p>

4.6 Summary of the qualitative evaluation

The first round of METEOR Academies delivered a highly positive and impactful learning experience across all host institutions. Participation and engagement were consistently strong, with PhD candidates and early-career researchers demonstrating high motivation, active involvement in Peer Mentoring Groups (PMGs), and enthusiasm for interdisciplinary collaboration. Despite initial uncertainty about working across diverse academic backgrounds, all PMGs succeeded in developing preliminary TRIP concepts, demonstrating growing confidence in transdisciplinary research design.

Across sites, participants valued the programme's structure, workshops, and opportunities for international networking. Interactive sessions—especially hands-on workshops and group-based activities—are rated most useful. Plenary sessions were generally appreciated, though some participants requested more practical guidance and less top-down lecturing. Mentoring support was important and well received, but several reports highlighted the need for clearer coordination among mentors and more structured guidance for PMG work, particularly early in the week.

Logistical and administrative issues were minor but recurring, including accommodation preferences, visa coordination, and dense scheduling. Social and cultural activities were widely appreciated and contributed to group cohesion, though participants often wished for more informal networking time.

Overall, participant satisfaction was very high across all academies. The programme successfully fostered interdisciplinary collaboration, strengthened transformative research skills, and laid a solid foundation for continued PMG development and the next round of METEOR Academies.