


<b>Name</b>	<b>Reversed Science Café</b>
<b>Brief Description</b>	<i>Reversed Science Cafés consist on a group of selected expert raising question to the audience and build the discourse around the answers and feedback received</i>
<b>Methodology</b>	Opposite to the regular science café, the experts initiate the dialogue by posing questions and listening to answers from the audience. Together they work in small groups to formulate their advice or to give answers to the questions posed by the researchers. There can be formulated from 5 to 10 short written recommendations referring to the topic under discussion.
<b>Estimated planning time needed:</b>	1-2h
<b>Objective</b>	<i>Used to stimulate the participants' understanding of the complexity of an issue- typically used to understand ethical or social implications of an innovation process- and creates new connections between experts and audience, building trust and openness to dialogue.</i>
<b>Time estimated:</b>	30 min to 2h
<b>Composition of audience:</b>	All audiences suit this format
<b>Experience level required:</b>	Comparable level of experience among participants is envisaged
<b>Number of audience:</b>	<10
<b>Level of complexity and possible challenges</b>	Medium - The presenter should have good knowledge and organisational skills.
<b>Picture</b>	
<b>Relevant sources</b>	<a href="https://conversational-leadership.net/reverse-brainstorming-cafe/">https://conversational-leadership.net/reverse-brainstorming-cafe/</a>  Barkley, E. F., Cross, K. P., & Major, C. H. (2014). Collaborative learning techniques: A handbook for college faculty. John Wiley & Sons.