

7th Shaw-IAU Workshop Attendees Feedback 2025

IAU Office of Astronomy for
Education



THE
SHAW
PRIZE
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Introduction

The 7th Shaw IAU Workshop on Astronomy for Education took place from the 18 - 21 November 2025 from 8am UTC. This is the annual workshop hosted by the International Astronomy Union's Office of Astronomy for Education (IAU OAE), with the focus on astronomy education.

This iteration featured a comprehensive programme, including:

- **Core sessions** covering teaching methods in astronomy, astronomy education in practice for primary and secondary school, Astronomy Education Research (AER), and the astroEDU interactive workshop.
- **Two special topics:** one on Galaxies and another on Astronomy with Authentic Data.
- **Language and regional sessions**, including language sessions (Arabic, Hebrew, Portuguese, Romanian, Spanish), a regional session (South America), and an Astronomy Teacher Teaching Programme Townhall Meeting, which included the IAU legacy projects; the Network for Astronomy School Education (NASE), Galileo Teacher Training Program (GTTP) and Universe in a Box (Unawe) as well as the introduction of the Astronomy Teacher Training Transparency Standards (AT3S),.

To ensure global accessibility, all core and special topic sessions were repeated between 8:00 and 23:00 UTC. The language, regional, and townhall meetings were each held once, with no parallel sessions scheduled during those times, to ensure more people are able to attend.

Evaluation has become an increasingly important component of the workshop in recent years, supporting continuous improvement for attendees, presenters and organisers. The purpose of this survey was to identify areas for improvement and to capture key lessons to inform the design and topics focus of future workshops.

Methods

The Shaw-IAU workshop was evaluated by collecting attendee feedback through an online form/survey. The survey was designed by the OAE team, building on previous evaluation questions and incorporating additional items to assess participant preferences regarding regional and language sessions.

The survey opened on 18 November 2025 (the first day of the workshop) and closed on 18 December 2025, allowing participants sufficient time for reflection.

The survey link was pinned in the reception area of the workshop online platform RingCentral. Reminders to participants were posted at the end of each session of the

workshop. Attendees received another reminder to the survey after the workshop was completed in December.

The questionnaire included both closed- and open-ended items. Closed questions captured demographic information and included Likert-scale items assessing participant perceptions and views on their learning and engagement during the workshop. All questions were voluntary, and responses were collected anonymously. The ethics protocol was reviewed by the Faculty of Science at the University of Cape Town under the ethics framework of the OAE Astronomy Education Research (AER) initiative.

Quantitative data from closed-ended questions were analysed using descriptive statistics, primarily reporting respondent percentages. Open-ended responses were analysed using thematic analysis to identify recurring themes and patterns across participant feedback. The following section presents the results of these analyses in detail.

Results

Attendance

This section presents details on the respondents' location, profession, and gender. These data allow us to assess the types of audiences the workshop attracts, as well as to evaluate whether we are reaching individuals who have limited access to astronomy education.

The workshop was attended by approximately 800 participants from 94 countries. A total of 435 attendees completed the survey, representing a higher response count than in the previous two years. The largest proportion of respondents were from Romania (20%, $n = 86$) and India (18%, $n = 79$). Additional representation included Nepal (5%, $n = 23$), Ethiopia (4%, $n = 18$), Colombia (3%, $n = 14$), Venezuela (3%, $n = 14$), and Italy (3%, $n = 12$).

Figure 1 presents a heat map illustrating the geographic distribution of respondents and the number of respondents per country. Romania, India, and Venezuela were also among the top three countries in overall attendance in 2023 and 2024.

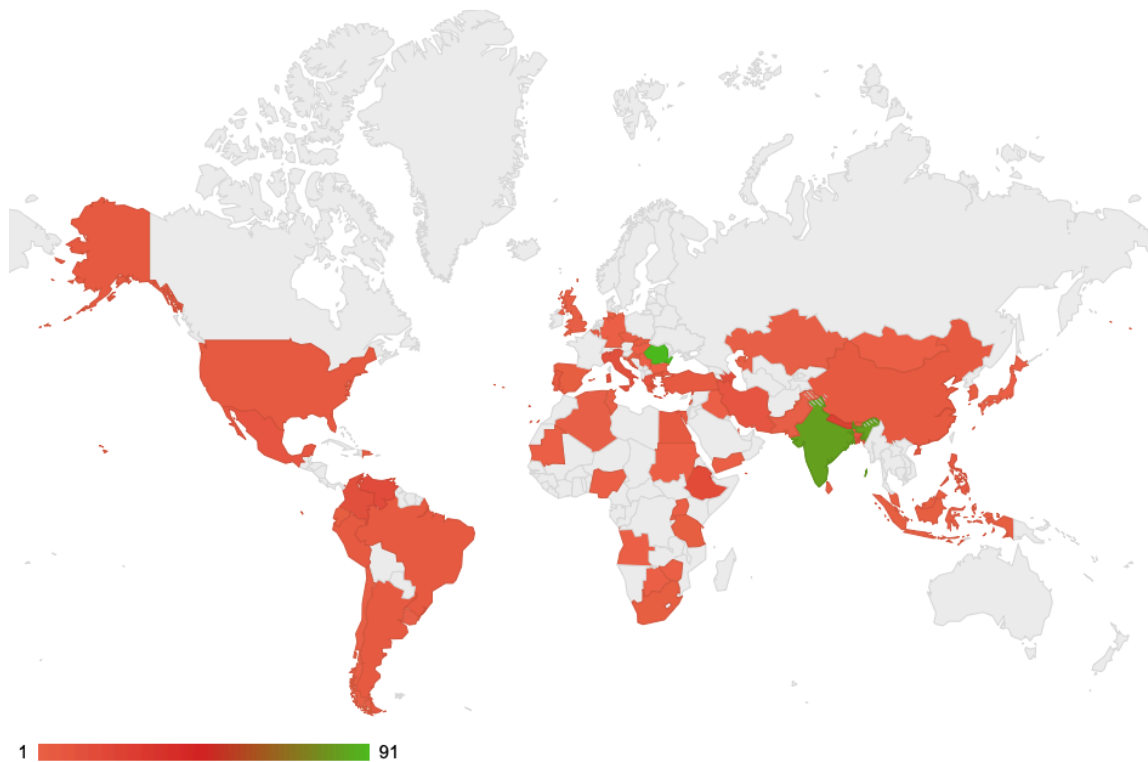


Figure 1: Country map showing the respondents from different parts of the world.

Figure 2 summarises respondents’ professional roles, providing insight into the workshop’s primary audience and informing future programme planning. The listed roles align with the stakeholder groups regularly engaged by the OAE through its ongoing initiatives.

The largest group of respondents identified as secondary school teachers (24%, n = 146), followed by astronomy researchers/ academics (18%, n = 113), astronomy educators/practitioners (13%, n = 81), astronomy communicators (10%, n = 62), and respondents selecting “other” (8%, n = 48). Primary school teachers (7%, n = 44), astronomy lecturers (7%, n = 43), and individuals involved in teacher training (4%, n = 22) were also represented. Respondents were permitted to select more than one professional role. Consequently, the total number of role selections exceeds the total number of survey respondents.

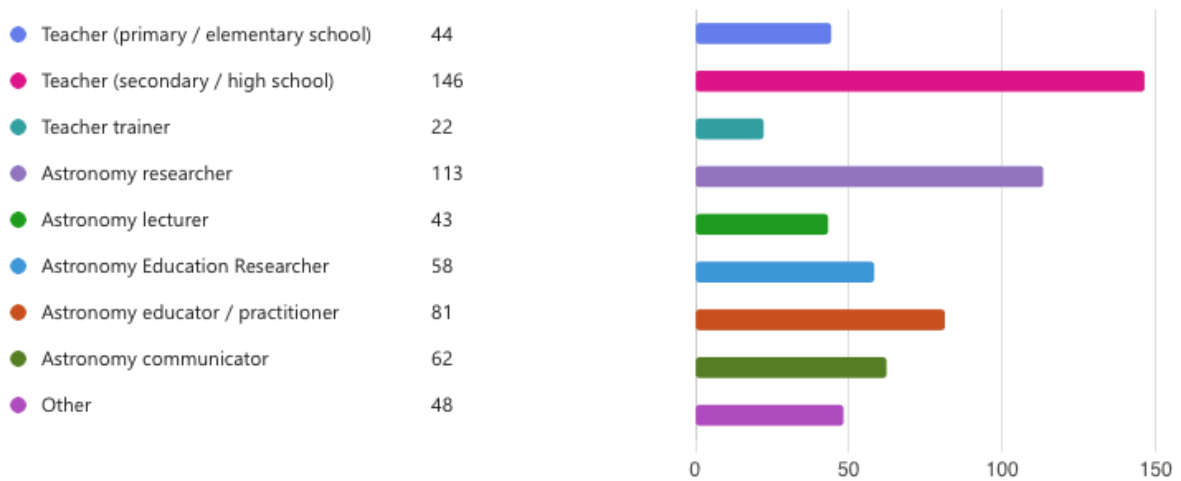


Figure 2: Bar graph showing the respondents professional role.

The gender distribution of respondents was relatively balanced as shown in figure 3, suggesting no substantial gender disparity in workshop participation. Of the respondents, 45% identified as female and 53.7% as male. A small proportion (0.4%) preferred not to state their gender.

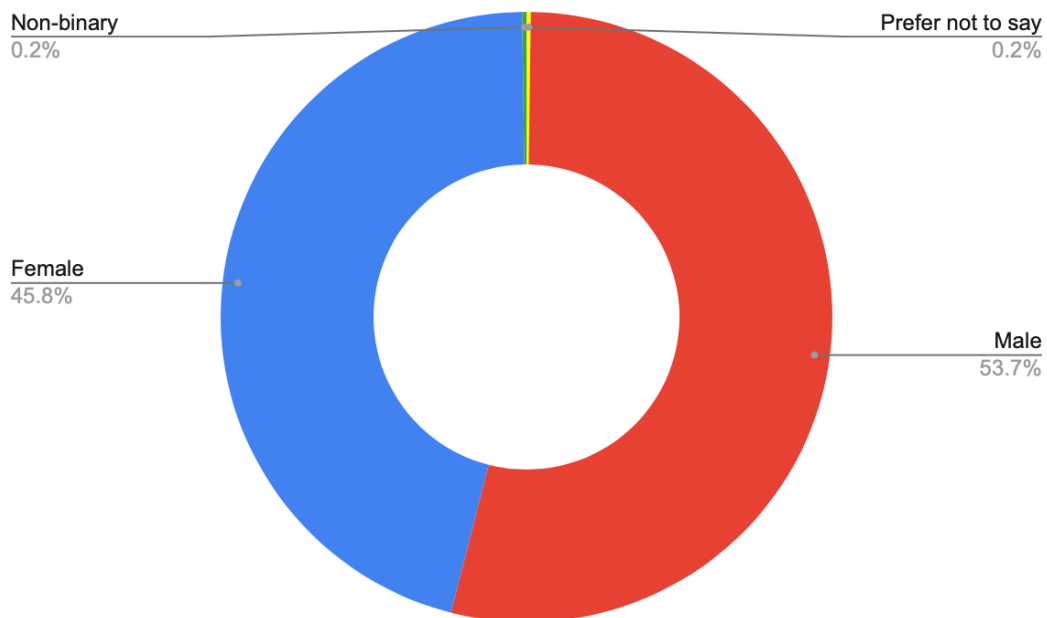


Figure 3: Pie chart showing the percentage of the preferred gender of the respondents.

In what capacity did you participate

The workshop included an open call for abstracts for invited talks, contributed talks, and poster presentations. Submissions were reviewed by the respective Scientific Organising Committees (SOCs) for each session. For the four-day programme, each core topic was divided into two or three parts (where necessary) to accommodate the diversity of talks as well as regional and linguistic representation. Dedicated poster sessions were also included to showcase additional high-quality contributions relevant to the community.

According to survey responses, the majority of participants attending were not presenting any talk or poster. Specifically, 77% (n = 337) reported attending as participants only, without delivering a contributed talk or poster. Among respondents, 8% (n = 34) presented a contributed talk, 5% (n = 22) presented a contributed poster, and 3% (n = 13) participated as invited speakers.

As shown in Figure 4, a substantial proportion of respondents were teachers, underscoring the workshop's importance for professional development within this group. A detailed breakdown of participation categories is provided in Figure 4.

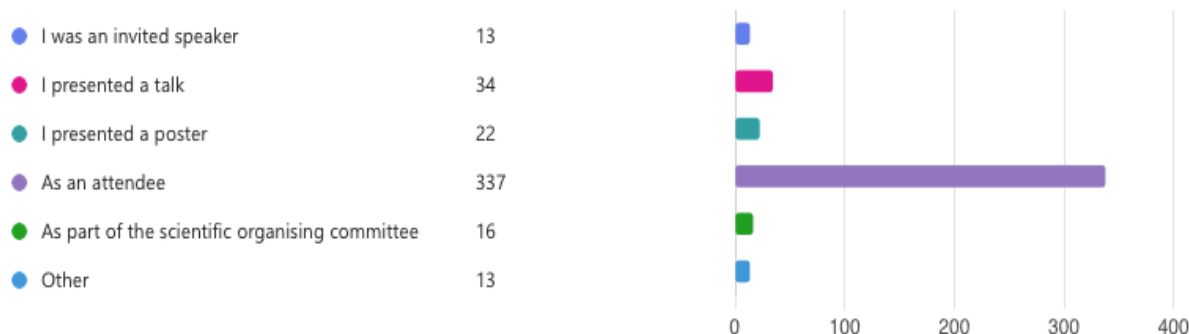


Figure 4: In what capacity did you attend the Shaw-IAU workshop?

Perceived Usefulness for Feedback

Participants who presented a talk or poster were asked to evaluate how useful the workshop was for obtaining feedback on their work. A large majority (86.9%, n = 60) reported that the workshop was useful for this purpose, while 7.2% (n = 5) indicated a neutral response. A smaller proportion (5.7%, n = 4) reported that it was not useful, which is still an important aspect to probe further for the future.

Facilitating knowledge exchange and constructive feedback is a central objective of the workshop, providing presenters with opportunities to refine their work and establish collaborations. The distribution of responses is summarised in Figure 5 below.

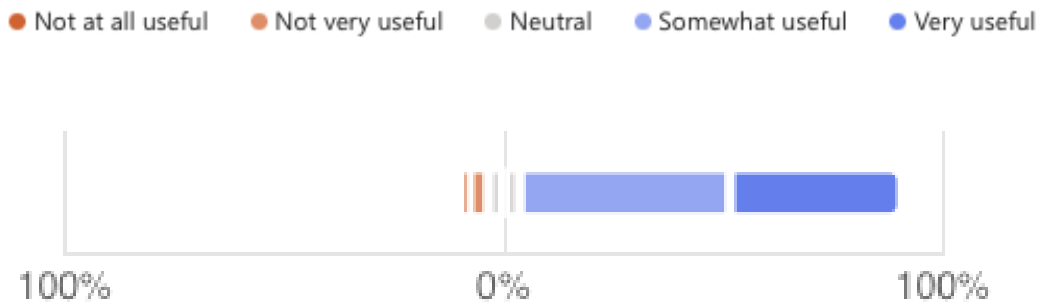


Figure 5: Results on the usefulness of the workshop on gaining feedback on their work.

Qualitative Feedback on Engagement

An open-ended follow-up question explored participants' experiences in gaining feedback on their work. This was specifically aimed at contributing talks, posters and invited speakers.

Positive responses were primarily associated with contributed talks delivered live during sessions. Presenters reported higher levels of engagement, increased visibility for their work, and opportunities to connect with specific individuals within the international community.

In contrast, less positive feedback was more commonly associated with poster presentations. Respondents noted lower levels of engagement, including limited visitor interaction, absence of questions at their virtual booths, and challenges related to time-zone differences. Presenters who were unable to attend live due to time-zone constraints, or who received no live visitors, reported limited alternative mechanisms for engagement. These findings indicate that the poster format may require structural adjustments to enhance interaction and accessibility.

Connecting with others

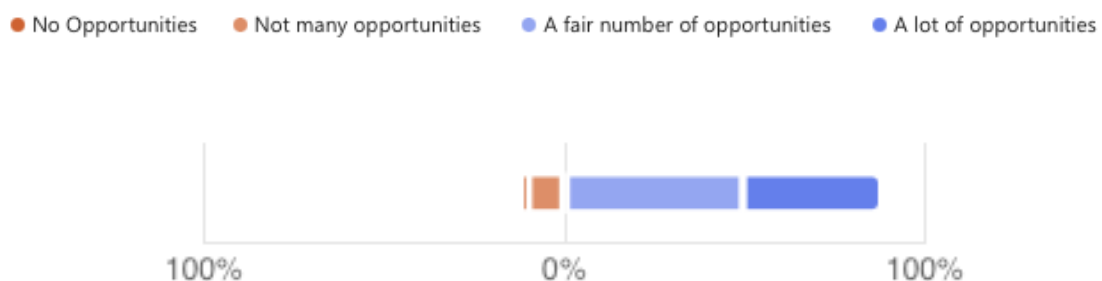


Figure 6: Results on the question regarding the opportunities to connect with others

A central objective of the Shaw–IAU Workshop on Astronomy for Education is to foster international collaboration by facilitating professional connections at a global scale.

Among respondents, 49.4% (n = 215) indicated that the workshop provided a fair number of opportunities to connect with other attendees, while 38.6% (n = 168) reported that there were many opportunities for interaction (see figure 6). These findings suggest that the majority of participants perceived the workshop structure as supportive of networking.

However, when asked whether they had made new professional connections, responses were more mixed. Approximately 53% (n = 230) reported that they did not make any new connections, 27% (n = 117) indicated that they made a few connections, and 20% (n = 87) reported making several new connections. Figure 7 summarises the distribution of responses related to networking outcomes.

While participants generally perceived networking opportunities to be available, a smaller proportion reported forming new connections. This raises the question of whether participants are not establishing new relationships because they tend to interact primarily within their own time zones, or because they have already connected with one another in prior professional contexts (e.g., during TTPs or regional activities).

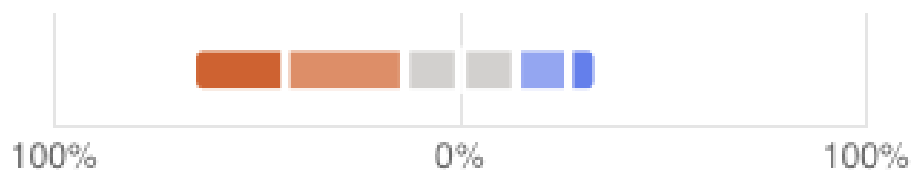


Figure 7: Summary of details relating to new connections made during the workshop

Gaining knowledge

Respondents were asked to indicate, on Likert-scale items, the extent to which they gained new knowledge from the various workshop sessions offered.

Overall, the results indicate that knowledge gains were widely reported across sessions, with a substantial proportion of respondents affirming that they acquired new insights from the workshop programme. These results suggest that the workshop effectively fulfilled its educational objective of disseminating current practices and developments in astronomy education. Figure 8 provides a detailed summary of responses across session topics, as well as related items concerning audience reach and awareness of astronomy education activities in different countries.



Figure 8: Summary of respondents results on the question regarding the knowledge gained.

More than half of respondents reported gaining substantial new knowledge about astronomy education activities taking place in other countries. Across all seven evaluated areas, approximately 75% or more of respondents indicated that they gained at least some new knowledge.

Some respondents indicated that they did not gain new knowledge regarding astronomy education activities within their own country. This finding may reflect limited national-level astronomy education initiatives in certain contexts, or alternatively, the presence of well-established and closely connected national networks in which participants are already familiar with ongoing activities. This ties closely to the information on forming new connections.

Overall, the findings suggest that the workshop was particularly effective in exposing participants to global practices in astronomy education and broadening international activities.

Accessibility

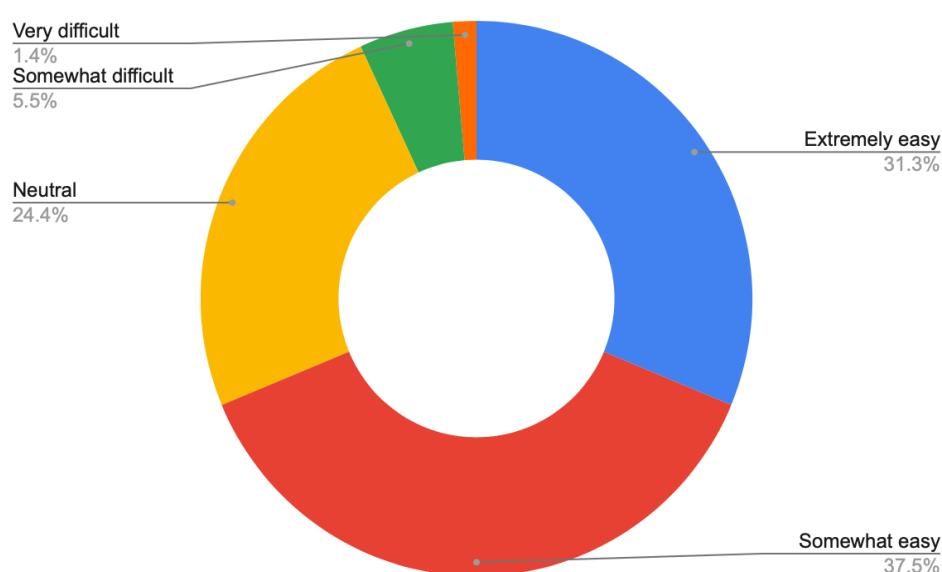


Figure 9: Responses to question on the accessibility of the RingCentral for the workshop

Participants were asked to evaluate the ease of navigating the online workshop platform, RingCentral. A majority (68%) reported that the platform was easy to navigate, with 37% (n = 163) describing it as somewhat easy and 31% (n = 136) as very easy. A further 24% (n = 106) selected a neutral response (neither easy nor difficult), while 6% (n = 24) reported experiencing difficulty. Compared with previous years (2023 and 2024), these results indicate an improvement in perceived usability of the platform.

A follow up question asked respondents if they were able to attend all the sessions, in which the results are discussed here. Approximately 33% (n = 145) of respondents reported that they were unable to attend all sessions that interested them. Among these respondents; 33% (n = 63) cited inconvenient session timing and 28% (n = 53) reported internet connectivity issues. These findings highlight ongoing barriers related to global time-zone distribution (which are common for online conferences) and the issues with internet connections.

Language and regional session

Language and regional community sessions have been incorporated into the Shaw programme since 2022. Some of those sessions bring together international communities, such as the Arab-speaking or Spanish-speaking community, while some are exclusively restricted to a language spoken in a single country like Romaniaia.

Overall, 48% (n = 210) of respondents reported attending at least one language or regional session, while 52% (n = 225) indicated that they did not attend any (see figure 10). Table 1 summarises the reasons for non-attendance, grouped into themes derived from open-ended responses.

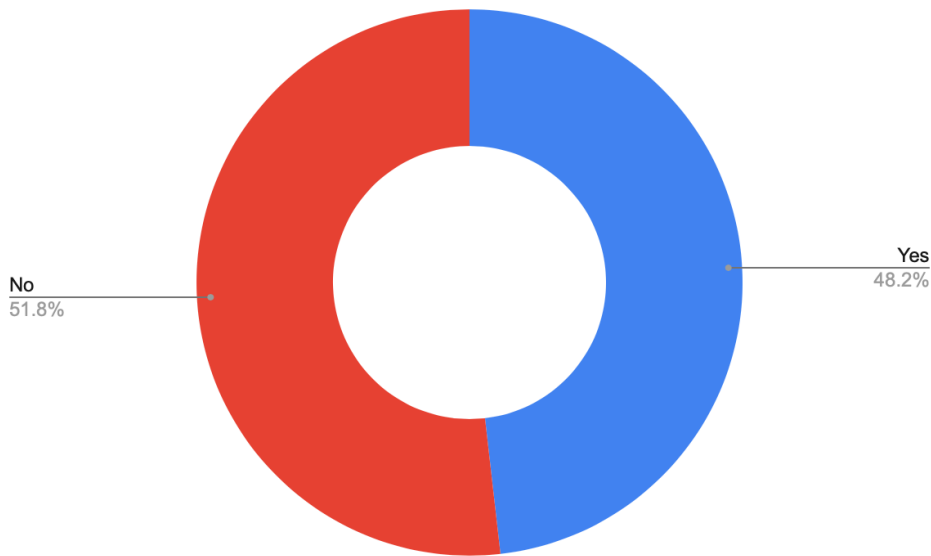


Figure 10: Responses to the question did you participate in any of the language community sessions, either this year or in previous years

The responses recorded in table 1, are the responses to the open ended question on why they did not attend any of the language or regional meetings.

The respondents generally recognised these sessions are for building specific, regional networks, where they see its impact on strengthening communities, with one respondent strongly advocating for it - *"Sessions for a specific country... can help strengthen ties within the astronomy education community in each country."* These sessions also create a safe space for native-language sessions allowing for more nuanced discussion and peer support that may not occur in a larger, English-dominated plenary.

The other reason why the respondents did not attend is based on the fact that their languages or regional meeting was not part of the sessions offered. The respondents also noted that there was a "Lack of Awareness" of these sessions, this happened to be the top reason for non-attendance, which is a strong argument for the sessions' significance.

It is important to note that language and regional sessions are organised through an open annual call. These sessions are not centrally coordinated by the OAE but are proposed and led by National Astronomy Education Coordinators (NAECs) and other collaborators within the OAE network. This distributed model may contribute to variability in session availability across languages and regions.

Table 1: Summary of responses to the question “Please tell us why you didn’t attend any?”

Theme	Percentage of responses (Est.)	Quotes
Lack of Awareness / Information	~40% (Most Common)	"didn't know," "no information," "wasn't aware" "I didn't know about these activities." "No information about the event." "I wasn't aware about the language community sessions... I will definitely attend next time."
Scheduling & Time Conflicts	~25%	"no time," "busy," "work schedule," "time zone" "Time conflicts with work." "The sessions overlapped with my teaching schedule." "Clash with other commitments due to the timezone difference."
Language/Region Not Offered	~15%	"not my language," "no session for [language/country]" "There is not my language session in Italian." "My language was not represented." "There's no session... in my native language which is Filipino."
Technical & Access Issues	~10%	"couldn't connect," "network issues," "platform hard to use" "Hard to navigate platform..." "severe network issues at my place." "La plataforma es terriblemente difícil de usar..." (The platform is terribly difficult to use...).
Lack of Interest	~5%	"not interested," "not relevant," "no need" "Not relevant to me." "Main talks in English were fine for me." "My interest were in Astronomy Education and not language."
Other / Personal Reasons	~5%	"first time," "new," "exam," "no energy" "This is my first time participating." "I am new to attending OAE programs." "...due to my preparation for an exam was didn't join..."

Feedback related to language and regional session

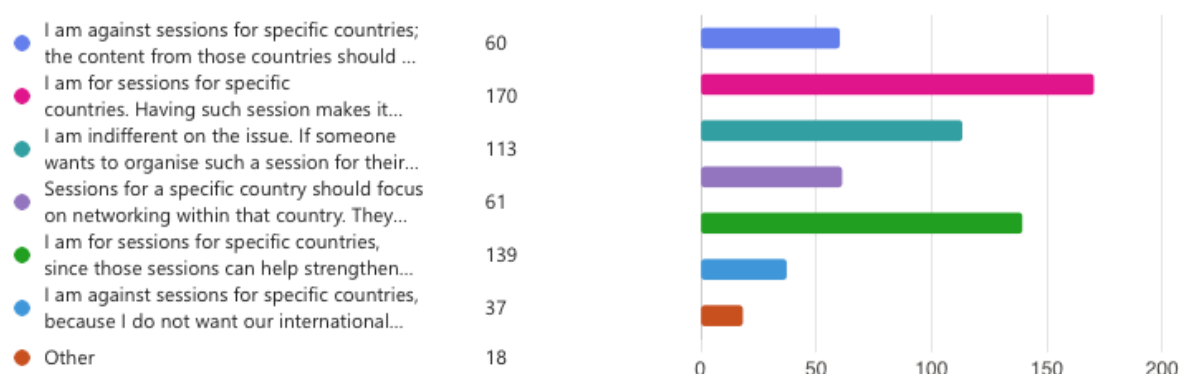


Figure 11: Respondents on their opinion of the language and regional sessions.

The feedback reveals strong support for the *concept* of language-based community sessions, but significant dissatisfaction with the *execution* of country-specific sessions. A recurring theme in the responses was what may be described as a drift: sessions originally intended to promote networking, inclusion, and community building were, in some cases, perceived as evolving into small scientific conferences that duplicated elements of the main programme. This shift was viewed by some respondents as misaligned with the original purpose of these sessions.

The qualitative feedback reflects a nuanced debate regarding the purpose, scope, and structure of language and regional meetings. Several respondents explicitly suggested prioritising broader language or region based sessions rather than highly localised country-specific meetings. A summary of these themes is presented in Table 2.

Despite critiques, language sessions were widely recognised as a key strength of the workshop, particularly given that much of the core programme is conducted in English. Respondents who valued these sessions, highlighted their strengths, including: A stronger focus on discussion rather than formal presentations, network building within linguistic communities and opportunities to share local challenges and context specific practices. Generally, regional language sessions are perceived to be more inclusive while the languages only spoken in one country are perceived to be a redundant.

When asked about preferred formats, 77% (n = 337) indicated a preference for an international conference model involving participants from many different countries. In comparison, 12% (n = 53) expressed a preference for regional meetings involving neighbouring countries. Regional meetings have already been implemented by the OAE, with five such meetings successfully hosted to date in South Africa, Nepal, Panama, Argentina and Egypt.

Table 2: Summary of themes that emerged from the responses following which has been mostly preferred

Language Sessions	Country Specific Sessions
Connect communities across borders	Serve a single national audience
Multinational, inclusive	National, potentially insular
Inherently networking focused	Can become "mini-conferences" or a replica of the exciting conference topics
Promotes global collaboration	May fragment the international community (Does not allow for a potential of regional community building).

Suggested topics for Future workshops

Respondents were invited to suggest topics that could be included in future workshops, particularly to inform the development of special sessions either for science focus or science education specific. A total of 242 suggestions were submitted that aligned with the remit of the Office of Astronomy for Education.

The suggestions were diverse and were categorised into these themes: (i) Science topics, (ii) Pedagogical approaches, (iii) Inclusive education and (iv) History of astronomy. Table 2 summarises the specific topics identified within these thematic groupings. The breadth of suggestions reflects sustained interest in both disciplinary content and educational methodology.

Table 3 – Summary of responses to the question ‘Do you have any suggestions for session topics you would like to see at future workshops?’

Suggested topics	Breakdown of topics
Science Topics	Exoplanets Black Holes Cosmology Solar System Bodies (Minor Planets, KBOs, etc.) Astrobiology and the Search for Life Observational Astronomy Stellar Evolution Gravitational Waves Astronomy
Pedagogical Approaches	Teaching with Authentic Astronomical Data Hands-On, Low-Cost Classroom Activities Lesson Plans on STEAM Integration AI Tools in Astronomy Education Astronomy Education Research (AER) Findings
Inclusive Education	Astronomy Education for Students with Disabilities Teaching in Multilingual contexts Indigenous Astronomy Astronomy in Low-Tech Contexts Engaging Vulnerable and Underserved Youth
History of astronomy	History of Astronomy (e.g., Indigenous) Ethnoastronomy Astronomy and Climate Change

Experience of the Shaw-IAU

In response to the question, “How could your experience of the Shaw–IAU workshop be improved?”, 212 of the 435 respondents provided open-text feedback. These responses were analysed thematically and grouped into positive experiences and areas for improvement. Table 4 is the summary of positive themes identified, which include High-quality and engaging content, organisation and clear programme, value in networking as well as the value in the repeated sessions. These show that the workshop provides material of high quality that provides participants with a global perspective on what is done and how they can implement this in their context.

Table 4: Summary of positive aspects noted from the workshop

Positive Aspect	Quotes
Relevant Content	"The topics presented were interesting, and the trainers provided up-to-date information." "It was an eye-opener... People all around the world are teaching astronomy... with the latest information and tools."
Overall Organization	"It was a great experience!", "Excellent", "Very well organised and enriching." "I think this is the best possible mode for online sessions."
Value of Networking	"I gain much information about astronomy and get new connections." "Excellent. It's three years, now I am regularly participating and learning new ideas."
Repeat Session Feature	"I thought the idea of repeating some of the sessions and lectures was brilliant. It allowed me to watch them at my own pace..."

Of the negative/ areas we could improve, many respondents noted that their connectivity was their biggest issue, with the platform (RingCentral) cited as unstable, difficult to navigate, and a barrier to access.

Some respondents wanted to have more hands-on sessions, which include them actively doing something. The scheduling of the sessions consisted of long days, which sometimes clashes with teaching and work in some instances. There were also comments on where materials could be found post the workshop, this is common comment, however we do include a google link drive for participants to upload materials.

When it comes to networking, some participants liked the speed dating of 3 minutes networking, while other respondents made comments that it felt awkward or ineffective. The lack of engagement during the poster session was also noted here.

Table 5: Areas that we could improve on

Areas to improve	Responses
Connectivity	"Don't use Ring Central." "Cambiamos la interfaz de la plataforma ¡Por favor!" "Better internet connection and better respond time to help with technical challenges."
Hands-On Sessions	"Shift sessions from presentations to hands-on 'creation labs'..." "Include more 'hands-on' demonstration sessions where we actually do an activity together on camera..." "To do something more practical, how to analyze Astronomy data, by hand? software?"
Scheduling	"If days weren't so long and intense!" "Most of the sessions are late at night in East Asia and Australia." "Not school days/hours, I lost most sessions because I was at work."
Post-Workshop Resource Access	"A centralized post-workshop repository containing presentations, resources, and recordings..." "Provide a standardized 'Resource Pack' after the workshop..." "I'm not sure if... all the talks were recorded and shared..."
Networking	"I did not like the 'random speed dating' format... I am very shy..." "I am not sure how many people are actually interacting with the posters and whether they are worthwhile."
Parallel Sessions	"There was so much to see, and not enough time to do so." "The program should include a complete list of all speakers... with the option to indicate whether I can attend or wish to view the recording."

Additional comments

In response to the open-ended question, “Do you have any other comments about the Shaw–IAU workshop?”, 198 responses were received. While the overall sentiment was highly positive, several respondents offered constructive suggestions aligned with themes identified elsewhere in the survey.

These additional comments have been grouped thematically and are summarised in Table 6. The convergence of themes across multiple survey items strengthens the validity of the findings and highlights priority areas for future refinement.

Table 6: Do you have any other comments about the Shaw-IAU workshop?

Themes	Quotes
Appreciation	"Good work!", "Excellent", "Well done!", "It was wonderful!", "Fantastic event." "Thank you for all the work you do!", "Congratulations to the organizers," "excellent organisation."
Value for Educators	"Really useful... for education," "excellent platform to exchange ideas on teaching astronomy," "very useful for teachers to know more about astronomy teaching methods."
Community Impact	"It was good to feel part of a global community," "an inspiring and valuable event for the astronomy education community," "brings together a global community of educators."
Inspiration Impact	"This single workshop inspired me to reopen my once very successful Astronomy Club," "It left a long-lasting mark on my Astronomy career path."
Requests for Continuation	"Please keep this workshop," "Please continue - don't stop," "Waiting for the next one!"
Increased Regional	"Put countries from Oceania continent... And have presenters from those regions." "Strategies to further increase engagement from underrepresented regions particularly within Africa..." "Los conversatorios... tuvieran traducción."
Scheduling	"Please weekends next time, or on vacations." "The hardest part for me was the schedule; waking up at 4 in the morning wasn't great."
Format Improvements	"I'd love if the attendance need no previous registration during the sessions, to allow more people to join." "Maybe it could be more interactive." "I missed a lot of opportunities... because of the gap during the language sessions."
Skill-Building	"I would like to see a session specifically on Grant Writing for Astronomy Education."

Remarks

The Shaw–IAU Workshop on Astronomy for Education has been running for the past six years and is hosted by the Office of Astronomy for Education (OAE). Over this period, the workshop has become one of the most effective ways of engaging with our global audience. It serves not only as a platform for participants to share their work with the astronomy education community but also as an opportunity for others to learn practical ways of implementing astronomy in their own educational settings.

The workshop follows the format of a scientific conference, including invited talks, contributed talks, and poster sessions. Contributions may be submitted in any language, provided that English subtitles are included to ensure accessibility and reduce language barriers. Recognising the importance of language in facilitating participation, we have also introduced language and regional community sessions. These sessions allow participants who share a common language to meet, exchange ideas, and discuss regional work. However, feedback indicates that sessions organised by single-country languages, rather than broader regional languages, can feel more like mini-conferences than practical, transferable sessions. This is an area for rethinking and improvement in future workshops.

The responses on this survey are very encouraging for the OAE, demonstrating both growth in attendance and strong engagement. Although the issues with scheduling and time-zones, cannot be fully avoided, as we tried to schedule these with the aim of attracting audiences from all angles (i.e. Early UTC for Asia and Australia, later UTC for the Americas).

During the opening session, we unfortunately went offline due to the international cloudflare outage. This disruption meant that we could not communicate with the participants as quickly as we would like to. We fortunately could use the OAE/HdA youtube online stream, which we used for the 2nd opening session of the conference.

The poster session is one that needs to be significantly improved for more engagement and feedback. One of the things that have been incorporated in the new RingCentral platform was the option to have poster presenters live at the poster, to be available for questions. This was a great addition to the workshop, however, it was not fully utilised, as the poster presenters have reported the lack of engagement, and spending a lot of time with no one joining them. This has to be thoroughly improved.

Conclusion

The 7th Shaw–IAU Workshop on Astronomy for Education was a success, demonstrating strong international participation, engagement, and knowledge exchange. At the same time, the survey and observations highlight areas for improvement, particularly in poster engagement, and the design of language and regional sessions.

Some improvements are already being implemented. For example, participants now have access to video recordings of presentations post-workshop. While some respondents suggested in-person workshops, prior feedback indicated a preference for maintaining an international online format, complemented by regional in-person sessions. In response, the OAE continues to host the international online workshop while piloting regional in-person workshops, balancing accessibility with local engagement.

Summary and Next Steps

Respondents' feedback on their experiences of the 7th Shaw-IAU workshop and suggestions for improvements are important for the planning of future workshops. Therefore the OAE Main Office will review these in detail. Below is a summary of the main findings from the evaluation survey.

- The 7th Shaw-IAU Workshop on Astronomy for Education was attended by approximately 800 participants from 94 countries, with 435 attendees completing the post-workshop survey.
- The highest representation among respondents came from Romania, India, and Nepal, with broad international participation overall. The gender distribution was relatively balanced (45% female; 53.7% male), suggesting no significant gender disparity in attendance.
- Respondents were primarily secondary school teachers, followed by astronomy researchers and astronomy educators/practitioners. Most participants (77%) attended without presenting, while smaller proportions contributed talks (8%), posters (5%), or participated as invited speakers (3%).
- 67% of the respondents reported that they were able to attend all the sessions of interest and 33% of respondents reported being unable to attend all the sessions that interested them. The common reason is due to the time slot not being at an appropriate time (33%), followed by internet connection (28%), clashes with other sessions (12%) and other reasons not mentioned (17%).
- Among presenters, 87% reported that the workshop was useful for obtaining feedback on their work. However, qualitative feedback indicated stronger engagement for live contributed talks than for poster presentations, where limited interaction and time-zone constraints reduced their value.
- The workshop was widely perceived as providing opportunities for networking, with nearly 88% reporting at least a fair number of opportunities to connect.
- Knowledge gains were a clear strength of the workshop. Across all evaluated areas, at least 75% of respondents reported gaining new knowledge.
- Accessibility findings were generally positive. Most respondents (68%) found the online platform, RingCentral, easy to navigate, representing improvement compared with previous years.
- In terms of preference of the language or regional sessions, the feedback indicates a strong interest in language based community sessions ("I am

interested to join"). The survey responses themselves reveal that including language sessions holds major significance for the workshop's goals of inclusivity, community building, and effective global reach.

- There were a lot of comments regarding the workshop schedule, especially with regard to the conflict with work/teaching hours, which is a major hurdle for a global audience. The OAE has tried to schedule the workshop in a way that all can have an opportunity to attend. In addition, we upload the videos on our Youtube page.
- A large portion of respondents were highly satisfied. The vast majority of comments (over 85%) were expressions of gratitude, congratulations, and endorsement.
- In terms of improvements, additional opportunities for interaction with other attendees and discussions was noted, suggesting the addition of other session formats beyond just presentations. Improving the user experience around delivery, accessibility, and practical utility.
- In terms of suggested topics for the future, lots of recommendations were provided, however content on exoplanets, solar systems, inclusive education and pedagogical tools in astronomy were encouraged by multiple respondents.

We extend our heartfelt thanks to all attendees of the workshop for their time, enthusiasm, and active participation. We are especially grateful to those who shared their insights and feedback, which will be invaluable in guiding the continued development and future success of the Shaw–IAU Workshops.