**Reporting/Producing news stories for scientific issues**

**Module STRUCTURE**

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| TEACHING HOURS(45 min each) | TIME NEEDED | CONTENT & TEACHER ACTIVITY | STUDENT ACTIVITY | RESOURCE / METHOD |
| 4-5 hours | 20 min | **Activity: Brainstorming**  Introducing the module starting with an initial brainstorming about science reporting.  Open a digital whiteboard to collect all ideas and make them visible.  Some initial questions:  • What are the differences between Science Communication and Science Reporting?   * Where does science reporting come from? * What are the most common story writing criteria? * Where do we look for science stories? | Students state and/or write down comments about what comes to their mind on whiteboard.  Optional: students are sent into breakouts (f.e. grouped in pairs) to brainstorm the questions and write down their findings in a shared doc/padlet/etc. | PPT/ Whiteboard |
| **Accompanying literature**: Secko, D. M., Amend, E., & Friday, T. (2013). Four models of science journalism: A synthesis and practical assessment. Journalism Practice, 7(1), 62-80. | | | | |
|  | 15 min | Students work in groups. Instructor explains activity and shares jamboard with plenum, lets students present their findings, summarises and comments. | Group work  Presentation and results in jamboard. | Jamboard |
|  | 25 min | Finding the story and working with the sources (Reporting/Producing News Stories for Scientific Issues I-slides 17-23) | Students quickly guess the answers by themselves using H5P. | PPT/ h5p |
|  | 10 min | Group work (FInding the sources) | Group work  Presentation and results in jamboard. | Jamboard/h5p |
|  | 20 min | Exercise on understanding the different types of leads. Students are asked to guess what kind of leads are those shown to them.  *Slides: Reporting/Producing news stories for scientific issues II-slides 2-8* | Students take part individually | PPT |
|  | 30 min | Storyboarding  *Slides: Reporting/Producing news stories for scientific issues II-Slides 9-16* | Student stake part individually | PPT |
|  | 30 min | Narratives in Sci Jour  Instructor raises the issue  *Slides: Reporting/Producing news stories for scientific issues III-Slides 2-4* | Group discussion | Jamboard |
| **Accompanying literature**: Dahlstrom, M. F. (2014). Using narratives and storytelling to communicate science with nonexpert audiences. Proceedings of the National Academy of Sciences, 111(Supplement 4), 13614-13620. | | | | |
|  | 10 min | Ethical aspects  The instructor presents the case-studies  *Reporting/Producing news stories for scientific issues III-Slides 4-6* | Students take part individually | PPT/ Video |
|  | 20 min | Bioethical issues  Can a non-ethical research still be a good science story?  The instructor has a facilitating role | Work in two groups. The first group is pitching the story to the editor and presents its arguments. The second group tries to find arguments to convince the editor in chief that the story should not be published. |  |
|  | 10 min | Instructor facilitates  Can a non-ethical research still be a good science story? | Individual study time  Write down your ideas  What kind of questions would you ask to yourself before reporting a story like this? |  |
|  | 10 min | Instructor facilitates | Group discussion |  |
|  | 10 min | Questions and Conclusion |  | Jamboard |
| **Additional material**: www.investigative-manual.org  <https://multimedia.journalism.berkeley.edu/tutorials/starttofinish/>  Rensberger, B. Science journalism: Too close for comfort. Nature 459, 1055–1056 (2009). <https://doi.org/10.1038/4591055a> | | | | |