**Science Communication: Opportunities and Challenges of Rapidly Changing World**

**Module structure**

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| **TEACHING HOURS**  **(45 min each)** | **TIME NEEDED** | **CONTENT & TEACHER ACTIVITY** | **STUDENT ACTIVITY** | **RESOURCE / METHOD** |
| 1 - 2 teaching hours  ***Topic 1*** | 60 min | Pre-recorded video lecture | Studying provided material in the PPT, video and other supporting sources. | PPT, Video lecture, individual study time. |
| 30 min | Moderating and facilitation the discussion | Discussion and activity in pairs or smaller groups: discuss outlined questions and gather results for general discussion. Can be performed in face-to-face settings or online. | Face-to-face or online discussions. |
| ***Self-study material for topic 1:***   * Friedman, S., Dunwoody, S., and Rogers, C. (eds.) (1999). Communicating Uncertainty: Media Coverage of New and Controversial Science. Mahwah, NJ: Lawrence Erlbaum Associates. * Bottemanne, H., Morlaàs, O., Fossati, P., Schmidt, L. (2020). Does the Coronavirus Epidemic Take Advantage of Human Optimism Bias? Front. Psychol. 11:2001. doi: 10.3389/fpsyg.2020.02001 | | | |
| 1 – 2 teaching hours  **Topic 2** | 60 min | Pre-recorded video lecture | Studying provided material in the PPT, video and other supporting sources. | PPT, Video lecture, individual study time. |
| 30 min | Moderating and facilitation the discussion | Discussion and activity in pairs or smaller groups: discuss outlined questions and gather results for general discussion. Can be performed in face-to-face settings or online. | Face-to-face or online discussions. |
| ***Self-study material for lesson 2:***   * Cornelissen, J. (2018). The Democratization of Data Science. Harvard Business Review. Accessible online at: <https://hbr.org/2018/07/the-democratization-of-data-science> * Elliott, K. C. (2019). Science Journalism, Value Judgements, And the Open Science Movement. Frontiers in Communication. <https://doi.org/10.3389/fcomm.2019.00071> | | | |
| 2 teaching hours  ***Topic 3*** | 120 min | Guiding students in their work while developing their science (evidence-based) news stories to report for public. | Individual assignment  Writing a science news story. | Individual work. |
| ***Self-study material for topic 3:***   * ERUM Guidelines * Casasbuenas, J., Appiah, B. (2016). How to report scientific findings. SciDev.Net. Accessible online at: <https://www.scidev.net/global/practical-guides/how-to-report-scientific-findings/> * Bottemanne, H., Morlaàs, O., Fossati, P., Schmidt, L. (2020). Does the Coronavirus Epidemic Take Advantage of Human Optimism Bias? Front. Psychol., 11, 2001. <https://doi.org/10.3389/fpsyg.2020.02001> * Clarke, C., Dixon, G., Holton, A., and McKeever, B. (2015). Including ‘evidentiary balance' in news media coverage of vaccine risk. Health Commun., 30, 461–472. <https://doi.org/10.1080/10410236.2013.867006> * Cornelissen, J. (2018). The Democratization of Data Science. Harvard Business Review. <https://hbr.org/2018/07/the-democratization-of-data-science> * Pattani, A. (2018). Do you need a science degree to be a science reporter? The Open Notebook. <https://www.theopennotebook.com/2018/08/21/do-you-need-a-science-degree-to-be-a-science-reporter/> * Peters H. P. (2013). Gap between science and media revisited: scientists as public communicators. Proceedings of the National Academy of Sciences of the United States of America, 110 (Suppl 3), 14102–14109. <https://doi.org/10.1073/pnas.1212745110> * Robinson, J. G. (2019). The Audience in the Mind’s Eye: How Journalists Imagine Their Readers. Columbia Journalism Review. <https://doi.org/10.7916/d8-drvj-wj06> | | | |