***Communicating specialized information to the public***

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| Module 7 | Communicating scientific research to key audiences |
| Sub-module B | Communicating specialized information to the public |
| Length of sub-module | Approximately 1 hour and 45 minutes to 2 hours and 25 minutes |
| Sub-module summary | This second sub-module, continues to provide an overview of communicating scientific research, and will focus on how to guide the mentee in communicating specialized information to non-specialist audiences such as the interested public and the media. You are encouraged to draw on your own (mentoring-related) experiences and the lessons gained from them, during discussions. |
| Equipment, visual aids and handouts (on the day) | PowerPoint projector, screen and laptop  Internet connection  Flipchart paper, pens, sticky notes  Put the **exit cards** up on the wall from the previous day or module (if applicable)  **7B-com\_public.pptx**  **Video clip** on writing accessibly about science:  [www.youtube.com/watch?v=-heFfxi6Kbw](http://www.youtube.com/watch?v=-heFfxi6Kbw) (approx. 27 minutes)  **HO1 cases to distribute.doc** |
| Guidance to facilitating learning activities | **Morning review** (5-15 mins)  Start off with some banter about what you or the participants did the previous evening, for example. Don’t make it about yourself – get the participants talking!  Next stand beside the **exit cards** on the wall and make some overall comments on the frequent themes. Say that you won’t have time to respond to all the cards but you will be commenting on the key ones. Invite further comments from the participants.  Remind participants of the learning contract on **7B-com\_public.pptx-slide 2** (on animation fade setting) if necessary.  Throughout the sub-module, trainer/s should refer participants to **the four reflection questions** on the wall and at the back of their handbooks. Trainer/s should encourage participants to makes notes in response to these four questions, at regular intervals (not just at the end of the sub-module or day).  **Sub-module summary** (2-3 mins)  Display **slide 3** and verbally present the session summary above to set the scene. It is important that these points are shared with participants from the outset.  **Case 22: At the science café, Case 23: In the media spotlight and Case 24: Writing for the public too** (25-35 mins)  First, trainer/s should select their preferred group discussion method/s for Case 22, 23 and 24 from the ‘Guidance for trainer/s section’.  Before going on to read the three cases, invite the full-group to volunteer some of the reasons for communicating specialized information to the public. Some participant responses might include:   * Of interest and usefulness to public * Chance to foster support of a researcher’s field * Chance to attract people to a researcher’s field * Obligation if work is publicly funded   These three cases introduce the topic of communicating with the public about research. The purpose of these cases is for participants to share tips. Also, Case 24 can help encourage mentors to introduce mentees to other people who can serve as resources.  One method could be to divide the participants into groups of three or four and then assign each group one case each (in **HO1 cases to distribute.doc)** to discuss and to make notes on so they can feed back to the full-group. Bring participants back to the full-group, where the groups discussing each case, can feed back their tips and ideas in turn.  Invite participants to add any new suggestions to their notes under Cases 22, 23 and 24 before moving on to the presentation.  **Presentation: Tips for presenting specialized information** (10-15 mins)  If necessary, trainer/s can show **slides 4-6** during or just after the full-group discussion around the three cases. These slides provide basic tips on presenting specialized information to general audiences, both directly and through interviews by reporters. Participants should be encouraged to elaborate on these tips and share their own experiences.  **Video clip: Writing accessibly about science** (40-50 mins)  If time, the trainer/s might want to play the video clip on ‘Writing Accessibly about Science’ where Dr Barbara Gastel explains techniques on writing to communicate scientific topics to any audience. The link is at the start of the facilitation notes and also in **Resource 20** in the participant handbook and lasts approximately 27 minutes.  It is recommended that the clip is accompanied by one to three reflection questions for participants to discuss as a full-group. The trainer/s can decide which questions they might be, considering the specific learning and development needs of the participant group. One example could be *how do you think communicating to the public differs to communicating with a more specialist, academic audience (and/or to policymakers)?* The trainer/s might want to write the questions on a flipchart or whiteboard before playing the clip.  **End of day or sub-module reflection** (20-30 mins)  Trainer/s can share a summary of the day’s or sub-module’s activities and the highlights for them as trainer/s. Then invite participants to share their reflections on the day’s or sub-module’s work and impressions of the workshop.  Finish by asking participants to individually fill out exit cards. Display **slide 7**(on animation fade setting) with the instructions. Make sure the colours of the sticky notes or cards correspond with those named on the slide. They can be of any colour, as long as they are of three different colours, and preferably not white. |