

<<Last Updated:2020/04/03>>

## Course Schedule Information

<b>Course Code</b>	3B1309
<b>Semester</b>	Spring Term
<b>Day and Period</b>	Thu4,Thu5
<b>Course Name (Japanese)</b>	特別講義 (Effectively Communicating Your Science & Research)
<b>Room</b>	
<b>Course Name</b>	Special Lecture: Effectively Communicating Your Science & Research
<b>Capacity</b>	15
<b>Course Numbering Code</b>	36CDES5U200
<b>Credits</b>	2.0
<b>Student Year</b>	1,2,3,4,5,6
<b>Instructor</b>	BARRETT BRENDAN FRANCIS DOMINIC,Mitsuru KUDO

## Basic Syllabus Information

<b>Eligibility</b>	Graduate school students, undergraduate students
<b>Schedule</b>	Spring Term
<b>Room</b>	This course will be delivered via Zoom video conferencing.

## Detailed Syllabus Information

<b>Course Name</b>	Special Lecture: Effectively Communicating Your Science & Research
<b>Language of the Course</b>	English
<b>Type of Class</b>	Lecture Subject
<b>Course Objective</b>	This course is designed for students who are concerned about how best to effectively communicate their scientific knowledge and research outputs to their target audience. The course provides valuable insights and develops competencies around representation, issue framing and the expression of scientific concerns. Applying knowledge developed through this course, students will experiment with the design of media communication strategies.
<b>Learning Goals</b>	At the end of this course students will be able to:  Speak in an engaging way about their science and why it matters, in terms non-scientists can understand (communication and expression).  Describe and apply strategies for effective media engagement in the communication of their research (communication and literacy).  Constructively and critically analyze popular science communication in a variety of real-world settings (collaboration).
<b>Requirement / Prerequisite</b>	None
<b>Class Plan</b>	Session 1: Course Introduction: Why be a Science Communicator? Session 2: Thing from the Future Game Session 3: Understanding Issue Representation and Framing Session 4: Resonate with Your Audience Session 5 & 6: Peer collaboration (group work), Review and Feedback

	<p>Session 7: Pecha-Kucha Presentations  Session 8: More than Research Game  Session 9: Scientists Need Artists  Session 10: Development of a Media Campaign  Session 11: How to Develop a Media Strategy  Session 12, 13 &amp; 14: Students work on Media Strategy (group work)  Session 15: Seeing is believing – Harnessing the power of Audio-visual messaging.  Session 16: Students present Media Strategy. Wrap-up/Feedback</p>
<b>Independent Study Outside of Class</b>	Students will develop pecha-kucha style presentations. The final assignment will involve the development and presentation of a media strategy on a scientific issue/topic.
<b>Textbooks</b>	<p>Baron, N. (2010) <i>Escape from the Ivory Tower – A guide to making your science matter</i>, Island Press, Washington.  Duarte, N. (2010) <i>Resonate: Present Visual Stories That Transform Audience</i>, John Wiley and Sons.  Olson, R. (2009) <i>Don't be such a Scientist – Talking substance in an age of style</i>, Island Press, Washington.  Reynolds, G. (2011) <i>Presentation Zen: Simple Ideas on Presentation Design and Delivery</i>, New Riders.</p>
<b>Reference</b>	<p>Webb, J. 2009, <i>Understanding representation</i>, Sage: London. Introduction: the terms of representation pp 1-18.  Lakoff, G. 2004, <i>Framing 101: How to Take Back Public Discourse</i>, excerpt from <i>Don't think of an Elephant: Know your values and frame the debate</i>, published by Chelsea Green, Vermont, USA.</p>
<b>Grading Policy</b>	<p>Participation and Engagement in Class: 20%  Pecha-Kucha Presentation: 30%  Media Strategy and Group Presentation: 50%</p>
<b>Other Remarks</b>	Assignments will involve reading, listening to or reviewing relevant sources before class, strategy development and presenting.
<b>Special Note</b>	If special consideration regarding the taking of this course is necessary due to reasons such as a disability, please consult in advance with the academic affairs related contact point for the department belonged to (such as the school affairs section or graduate school affairs section) or else with Trans-disciplinary Education Division of Purser Department in the Center for Education in Liberal Arts and Sciences. In addition, please inform the teacher responsible for the class at an early stage, such as at the first class.
<b>Office Hour</b>	
<b>Keywords</b>	Research communication, creative presentation, communication design
<b>Messages to Prospective Students</b>	<p>The course is consistently highly evaluated by students. For example, one student who completed the course wrote:  “I enjoyed … the way the professor uses the literature and different teaching methods to engage with students as well as practical and relevant examples that I found also very timely and relatable. Further, the activities performed in class were definitely what I expected them to be from a course that is meant to improve our communication skills.”  Another student wrote: “Showing the applicability of innovation and modern media in meaningful discourse and dissemination of scientific information is something that is sorely overlooked in my opinion, so I was quite ecstatic at the concepts and methodologies being thrown my way in this course.”</p>

## Instructor(s)

Instructor Name	Name (hiragana)	Affiliation, Title, Course	Office	Extension	Fax	E-mail
Brendan F.D. Barrett	バレット ブレンドン	特任教授 大阪大学 COデザインセンター		8321		brendan.barrett@cscd.osaka-u.ac.jp
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		大阪大学 CO デザインセン ター				
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**Cautions for Students**

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