

<<Last Updated:2023/02/13>>

Course Schedule Information

Course Code	88A073
Semester	Spring and Summer Term
Day and Period	Thu3
Course Name (Japanese)	科学と研究の効果的なコミュニケーション
Room	Online
Course Name	Effectively Communicating Your Science & Research
Capacity	0
Course Numbering Code	88INES9U105
Required/Optional	Online/オンライン授業
Credits	2.0
Student Year	1,2,3,4,5,6
Field	
Instructor	BARRETT BRENDAN FRANCIS DOMINIC
Course of Media Class	Applicable (Undergraduate students can include up to 60 credits in media class course as requirements for graduation.)

※About Course of Media Class

"Course of Media Class" are classes in which more than half of the classes are held in places other than classrooms by making advanced use of various media.

Undergraduate students can include up to 60 credits in media class course as requirements for graduation.

Even if this is not the case, we may hold classes using the media.

Detailed Syllabus Information

Course Subtitle	Escape from the Ivory Tower
Language of the Course	English
Type of Class	Lecture Subject
Course Objective	This course is designed for undergraduate and graduate students (natural and social scientists) who are concerned about how best to effectively communicate their scientific knowledge and research outputs to their target audience, however defined –their peers, policymakers, journalists, and/or the public. The course offers students the opportunity to reflect upon why it is important to creatively communicate scientific knowledge, to gain awareness on the best ways to achieve this and to understand the issues and ethical dilemmas that define the process of science communication. The course provides valuable insights (drawn from practical/professional experience) on the representation, framing and expression of scientific concerns across a range of media within different cultural contexts.
Learning Goals	After studying this course, students will be able to: <ul style="list-style-type: none"> • Analyze a representation of a Sustainable Development Goal in terms of underlying worldviews, values, beliefs, and practices. • Use contemporary media strategies to promote a representation of a Sustainable Development Goal. • Demonstrate how cultural forms are used for social and political ends in relation to scientific issues. • Describe and apply strategies for effective media engagement in the communication of social or political aspects of a Sustainable Development Goal. • Develop a sophisticated understanding of the role of communication in science. • Constructively and critically analyse popular science communication in a variety of real-world settings.
Requirement / Prerequisite	This course requires that students have good English communication skills (no need for English language test scores). Students are welcomed to take this course to improve their

	English skills and as such students from diverse fields of studies are encouraged to take the course. There are no restrictions.
Class Plan	<p>Session 1: Course Introduction: Why be a Science Communicator? (Presentation)</p> <p>Session 2: Message Box (Group Breakout Session)</p> <p>Session 3: The Thing from the Future Game (Group Breakout Session)</p> <p>Session 4: Understanding Issue Representation and Framing (Presentation)</p> <p>Session 5: Resonate with Your Audience (Presentation).</p> <p>Session 6: Scientists Need Artists (Presentation)</p> <p>Session 7: Group work – Students prepare presentations (Student activity)</p> <p>Session 8: Pecha-Kucha presentations (Student activity)</p> <p>Session 9: Guest talk by Andrew Jaspán – 360info, Monash University</p> <p>Session 10: More than Research Game (Group Breakout Session)</p> <p>Session 11: Development of a Media Campaign – Guest talk by Citty Williams, Brindle Productions</p> <p>Session 12: Students work on Media Campaign/Strategy (Group Breakout session)</p> <p>Session 13: Media Strategy for Living in Fukushima Documentary</p> <p>Session 14: Students work on Media Campaign/ Strategy (Group Breakout Session)</p> <p>Session 15: Students present Media Campaign/Strategy</p>
Independent Study Outside of Class	
Textbooks	<p>Webb, J. 2009, Understanding representation, Sage: London. Introduction: the terms of representation pp 1-18.</p> <p>Lakoff, G. 2004, Framing 101: How to Take Back Public Discourse, excerpt from Don't think of an Elephant: Know your values and frame the debate, published by Chelsea Green, Vermont, USA.</p> <p>Baron, N. (2010) Escape from the Ivory Tower – A guide to making your science matter, Island Press, Washington.</p> <p>Duarte, N. (2010) Resonate: Present Visual Stories That Transform Audience, John Wiley and Sons.</p> <p>Olson, R. (2009) Don't be such a Scientist – Talking substance in an age of style, Island Press, Washington.</p> <p>Reynolds, G. (2011) Presentation Zen: Simple Ideas on Presentation Design and Delivery, New Riders.</p>
Reference	
Grading Policy	<p>Class Participation 14%</p> <p>Individual Presentation 36%</p> <p>Group Presentation of Media Communications Strategy 50%</p>
Attendance and Student Conduct Policy*	
Other Remarks	
Special Note	<p>This course will be delivered in a multi-modal form, initially consisting of weekly lectures to build knowledge of effective science communication. There will be online interaction via the Blackboard Learning Management system (CLE) and all lecture materials will be available online for students to review and study after the class. Throughout the course, students will participate in small group discussion sessions to share their ideas, learn from each other, and make friends from around the world.</p>
Office Hour	
Keywords	science communication, representation, framing, target audience, creativity, communication strategy

Messages to Prospective Students	
Course conducted by instructors with practical experience	

Instructor(s)

Instructor Name	Name (hiragana)	Affiliation, Title, Course	Office	Extension	E-mail
Brendan F.D. Barrett	ブレンダン・F.D.・バレット	Center for Global Initiatives, Professor			brendan.barrett@cscd.osaka-u.ac.jp

Cautions for Students

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