

SCIENCE COMMUNICATION WORKSHOP. Draft itinerary for Nov 28th, 2014.

(Times approximate - aim to follow relatively closely with goal to end by 6:30pm latest).

8:00am	Reception starts (coffee and snacks on hand)
8:30	Opening remarks
8:40 - 10:40	DAVE'S SECTION (on science literacy) (2hrs)
10:40 - 11:00	Break w/ coffee (15 min + 5 min buffer)
11:00 - 1:00	ANNE'S SECTION (on science journalism and media) (2hrs)
1:00 - 2:00	LUNCH ON YOUR OWN (50 minutes + 10 min buffer)
2:00 - 4:00	KAI'S SECTION (on science advocacy and its role in rational science policy) (2hrs)
4:00 - 4:10	Break w/ coffee (10 min)
4:10 - 6:10	BEN'S SECTION (alternative pathways in graduate studies) (2hrs) - Social Media (1 hour), Value of alternative activities (1 hour)
6:10 - 6:30	Wrap up (10 minutes) + 10 minute buffer.
6:30 +	To Koerners...

NOTES ON DAVE'S SECTION

On Science Literacy (2 hours) - *note that sections in italics are activities.*

WHAT IS IT, WHERE WE ARE AT, AND SETTING THE SCENE.

15 min	Intro: a story involving unicorns.
15 min	State of public scientific literacy, both in terms of PUS studies as well as recent data on public impressions around evolution, climate change, and vaccine.

Media and social media representation of ebola as current example of public reaction to science stories.

10 min *In class exercise. Involving validation of existence of unicorns. (will have 6 laptops out, plus wifi access if folks use their own device, etc)*

15 min Debrief – what did they find? Use this to comment on current state of media – attention spans, homophily, cult of the amateur, incestuous amplification, etc

BREAK 10 min

From an academic point of view (i.e. evidence based), considerations on best practices to communicate

5 min (1) The objective (focus on academics/education - *will not talk about* advocacy *Kai*; media *Anne*, or re: sci-comm career possibilities *Ben*);

15 min (2) The audience. What do they get out of interacting with you? Neurosciences of information retention. Studies that look into bias issues, and subconscious factors in non-rational decision making, and how it is generally difficult to “think rationally.”

15 min (3) As a communicator, things to be aware of. The concept of framing, information packets, likability, combative/fearful approaches, visuals, creativity, etc.

ON ATTEMPTING NOVEL APPROACHES THAT YOU ALONE CAN BRING TO THE TABLE. (a.k.a. an excuse to be creative).

15 min *Zombie networking activity*

10 min Debrief: Using the zombie activity to illustrate how simultaneously focusing on your strengths and individuality, you inadvertently provide your audience with a fuller representation of science culture. WRAP UP.

NOTES ON ANNE'S SECTION

On science media (2 hours)

PPT design notes: fill out slide with graphic.

1. Intro. Who I am. How I got here. What I do. (5 minutes)

2. What my day looks like. How I find/pitch/chase up stories. Case study #1. (5 minutes)

3. What does my process have in common with yours AKA what you can learn from my practice. (5 minutes)

+We're both pitching people. Who?

+We're both selling a story idea. What?

+To do so, we're both communicating a headline or take home message. How?

4. Where does the science press live? Recap everything from twitter to blog posts to trad media. (10 minutes)

LOLThis Thesis Exercise (25 minutes):

Divide into groups. Take one story and repackage it for different outlets. eg. LOLMyThesis, guest blog post on science blogging channels, Subject line and first three sentences of email to a news journalist. Report back and review as group. Do it in google doc and we can all see it.

****10 minute break****

5. Pro tips for scientists to get cozy with journos. (10 minutes)

Show & Tell Exercise (25 minutes).

Add: Some structure & key points. That they'd go through there.

Take science that you do everyday. Or even science that someone in your lab does. Whatever strikes your imagination the most. Think of the story headline and then think of a way to lure a journalist to come and witness it first hand. Summarize what some of the key experiences you have to offer that journalist and keep in mind which type of media they work in. What are some creative ways you can make it easier for them to tag along (eg. hitch a ride, extra seat on helicopter, etc.). Report back and review as group. Then hell, maybe actually go home and do it.

6. Q&A (30 min)

7. Buffer activity. If Q&A doesn't take fire come up with reading list collectively. Recommendations of sites to check out and people to follow and crush on.

NOTES ON KAI'S SECTION

SCIENCE & ADVOCACY: NEVER THE TWAIN SHALL MEET?

10 min Introduction, my background

20 min Why engage?

- Polarized environment on many issues: advocacy organizations vs. special interests. Science can play a critical middle or mediation role.
- As knowledge holders, we have a special responsibility. With today's proliferation of knowledge, most people can't keep on top of relevant science. If not you, who?
- It's good for you and your science (e.g., Twitter, but also other engagement)
 - Aids your understanding of context, audience
 - Provides structured practice at concise messaging, with feedback
 - Extends your network and reach

5 min When? Now!

- See above (it's good for you and your science).
- Habits are hard to break. And your habits foster broader norms.
- Practice encourages training encourages identity (and around again).

45 min (with a break) How? Through Sticky, Switch-savvy, likeable change agency

- Introduce Heath & Heath's SUCCEs framework, with examples (10 min).
- Introduce H&H's Elephant-Rider-Path framework, with examples (15 min, with activity).
- BREAK (10 min)
- The importance of being down-to-Earth and likeable (referring to Randy Olson's book and with a personal story from the CBC News room--10 min)

20 min Stories

- Greening Princeton
- Science in Policy
- CPAWS and the South Okanagan Similkameen National Park campaign
- Enbridge Northern Gateway Pipeline scientist letter
- C³...?

15 min Activity in pairs, using lessons from above, applying to one or two problems of interest

- What needs to change?
- Who needs to do what to effect that change? (Multiple pathways)
- Opportunities (including resources), obstacles?

5 min Close

NOTES ON BEN'S SECTION

(ESP given this audience is predominantly graduate students) A GRADUATE STUDENTS ALTERNATIVE GUIDE TO GRADUATE STUDIES

10 min Introduction and my Background

15 min Goal Setting in Graduate School. *In class exercise about goal setting.*

15 min Why Social Media Matters and Survey of the Landscape

20 min Creation of Twitter accounts. *In class exercise to determine focus/tone/purpose of social media participation...*

10 min Break

15 min Value of "Side Projects" a.k.a. Distractions
- Banff Sci Comm, Action Canada, CSPC, InfoShots, F1000 Reviews, Blogging

15 min Principles in Practice - a case study of 5 major cases where social media and the internet influenced and dictated the course of a scientific story.

30 min *Group Case Work -
In class exercise in developing a media strategy for 3-5 different "cases" - organizational challenges and how communication efforts could be applied to improve stakeholder (public, investor, governmental, etc.) understanding. 10 minutes are used for presentations at the end.*

CASES:

- Deep sea diving
- Climate change