

SciComm Insta Story

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Training Resource



Tools to Introduce Themes
Tools for Discussion, Reflection
and Learning: Quick Tools
Tools for Discussion, Reflection
and Learning: Deep Dives

Research Insights



Making Sense of Science
Evaluating & Promoting Science
Communication Quality Online
Barriers to & Opportunities for
Reaching Audiences

Competence Framework



Picture of the World
Professional Norms & Roles
Working Knowledge

Required Prior Knowledge



Basic knowledge of science communication
required; knowledge about science commu-
nication quality an asset. Basic experience in
scientific working, esp. conducting literature
reviews and summarising study findings,
needed. The trainer should possess technical
knowledge and experience with Instagram or
other social media applied.

Description

Using Facebook, Instagram, YouTube or TikTok has become a standard in science communication to address a broad range of different audiences. However, the use of online platforms can make it difficult to conform to quality standards. Against this backdrop, this task aims at helping students to experience and reflect on the challenges of social media use in science communication and to practice its application.

Students develop their own science communication for Instagram and prepare and produce an Insta feed post and stories (15 sec per story, 5 to 10 stories recommended) that can be uploaded to a (private) course account (to be prepared by the trainer or students). As an option, producing short videos for YouTube (two minutes max) or TikTok might work, too. In any case, the trainer should be aware of the technicalities of the platform used and support students who have no experience in working with this. This also includes the use of pictures and materials (e.g., with regard to copyright issues and data security).

Depending on the course, the theme for the task could refer to the question of what the science of science communication is all about. This means that students could take their own field as a starting point to develop the communication tools. Of course, more specific questions derived from science communication research could be used, too. Optionally, courses directed at scientists could allow them to develop content related to their own fields. Independent from the theme, a short introduction to storytelling might be useful.

Students work in pairs or small groups and decide upon their theme and a concise question, conduct a literature review (optional, the trainer can preselect relevant literature), summarise the state of the art and translate core results into a script/screenplay. Before starting the actual production of content, we recommend planning a session in which these interim results are presented, discussed and revised. Special focus should be given to the question of which quality standards (e.g., accuracy, accessibility, etc.) are assured and how. Students then produce the feed posts and stories and upload them to the (private) account. The presentation of results should also reflect the working process and the organisation of the work in the group.

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Learning Objectives

- Reflecting on science communication as a discipline
- Reflecting on reaching audiences and quality
- Understanding new conditions of the science communication landscape
- Writing for different audiences

Technical Requirements and Preparation

- Instagram app (on a mobile device) and accounts (at least one per group)
- Private Instagram account for the course (to be set up by the trainer)
- Optional: access to literature (e.g., Web of Science license or comparable)
- Space (e.g., digital) for group work
- Equipment for presentation (notebooks, whiteboards etc.)

Sample Schedule

Approx. 60 minutes	Introduction in class
Approx. 30 minutes	Decision for a theme
Depending on background of participants, at least 15 hours	Literature research and summary
Approx. 5 hours	Writing of script
Approx. 30 minutes per group	Presentation of interim results and discussion
Approx. 15 hours, depending on experience of students	Production process
30 minutes	Presentation in class, wrap-up and conclusion