

Science Communication Diary

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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
and scientific working needed.

Description

Science communication training aims at supporting (prospective) science communicators in their professional development and thus helps to improve science–society interactions in general. Developing and improving science communication starts with a sound analysis of existing practices. In this task, students use a diary technique to:

- Observe their own science communication activities online,
- Monitor their science communication encounters (i.e., their use of science communication) or
- Apply the diary technique with one to three individuals (e.g., friends/family) to understand their use of science communication.

The approaches can be used depending on the type of training, available time and participants' backgrounds (e.g., scientists aiming to improve their communication skills vs students with limited practical experience). The task could be specified by focusing on certain platforms and/or certain themes of science communication. To assure comparability, the science communication diary should be used for a clearly specified time, e.g., every day for two weeks or once per week over the period of some months. There is no specific format for the diary; the easiest form would be to use a table (e.g., Excel), although there are a number of diary apps that could be useful.

The task starts with the formulation of a common research question and a joint definition of focal points of the observation and related categories for the diary that should be responded to during the observation. This could include time, duration, platform, actual content as well as different categories for assessments (e.g., numbers of likes/shares, criteria for quality assessment). Moreover, open categories enable students to reflect on their thoughts and reactions regarding the production/use of science communication online. It could be useful to invest some time in coder training to ensure a certain level of reliability.

To analyse and present data, students could gather in groups to allow for a comparison of their data. This could enable the development of typologies or help them to generalise the data. Students should prepare a research report and present their findings in the context of a presentation.

Science Communication Diary

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Learning Objectives

- Reflecting about science communication online
- Observing science communication systematically as a basis for development and improvement
- Getting to know social science approaches (i.e., diary technique) and improving scientific working capabilities

Technical Requirements and Preparation

- Online access and hardware
- Optional: diary app or other applicable tools
- Space (e.g., digital) for group work
- Equipment for presentation (notebooks, whiteboards etc.)

Sample Schedule

30–90 minutes, depending on actual task and involvement of students	Introduction in class
Depending on defined time frame	Diary task
Depending on actual task and background of students, minimum 10 hours	Data analysis in groups
30 minutes per group	Presentations and discussions
30 minutes	Wrap-up and conclusion