

Project result 2: Professional development training for scientists

Training materials for scientists & science communicators

1. General description of the module

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| Partner institution: | University of Crete (UoC), Greece |
| Target groups: | Scientists, Researchers, Early Career Researchers, Faculty members involved in science communication activities & science communicators |
| Overview of the module: | The module consists of three parts. In particular, the first part aims at target groups' familiarization with the public's knowledge, beliefs, attitudes towards science and particularly towards climate change by giving emphasis on the role of media. The second part refers to the factors causing public's distrust in science and the ways of increasing trust in science while the third part provides scientists and science communicators with the implications needed regarding their science communication activities & practices. The module is developed in a blended format. In particular, the target group has to explore multiple selected resources regarding the topics under examination in advance (based on the resources that can be found in the Toolkit (PR1) and the developed infographics (PR3)) and take part in face – to – face, synchronous meetings to deeper discuss and be engaged with the topic. |
| Duration: | 10 hours |
| Objectives: | <ul style="list-style-type: none"> • The target groups to get familiar with public's perspectives & attitudes towards climate change • The target groups to get familiar with the factors that cause public's distrust in science and with ways of increasing public's trust in science • The target groups to understand the implications for their science communication activities & practices |
| Assessment: | <ul style="list-style-type: none"> - Re-design of a science communication activity that is already implemented by the participants: What can be done to deal with misinformation and public's distrust towards science? |

2. Description of the individual activities

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| Title of part 1: | Misinformation regarding climate change | |
| Duration: | 3h | |
| Core ideas – Content: | <ul style="list-style-type: none"> - Common misinformation regarding climate change - How & why misinformation is established in public's views - The role of media | |
| Objectives: | <ul style="list-style-type: none"> - The target groups to get familiar with the most common misinformation regarding climate change - The target groups to understand why misinformation is established in public's views | |
| Detailed description of the activity's implementation (word limit 300 words max) | <p>In advance: Participants will have to read some selected resources from the Toolkit regarding common misinformation on climate change as well as the corresponding infographic (3.4).</p> <p>Face – to Face (synchronously): We will start with a brief introductory lecture on the most common misinformation regarding climate change (based on comics). Afterwards, we will provide the participants with online newspaper titles & social media posts that promote climate change misinformation. Participants will be asked to analyze the characteristics of such titles and the reasons why they are “sticky”. Then, we present the participants with main debunking strategies and ask them to develop reasonable refutations on a common climate change misinformation.</p> | |
| Type of activity (select & comment): | Workshop | After the in advance planned reading, the participants are involved in interactive activities and group discussions. |
| Tools (select & comment): | Whiteboard (e.g. padlet, jamboard) | The participants are called to share their views with the group during the face to face / synchronous workshop. |
| Links of the activity sheets: | <ul style="list-style-type: none"> - Presentation: https://docs.google.com/presentation/d/1fG5E5jxbCqp3kVeGPALR8Mk4EdulaD2M/edit#slide=id.p32 - Worksheets: https://docs.google.com/document/d/1zJ0mOcRuRCf-7fGyLI5oLyOQoUdh1V1CYPppewEGvD4/edit | |

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| | https://docs.google.com/document/d/16-l28xGda3GWz3AqnzeZ8mEXWifmiSawvNENh7XKRE/edit |
| | <ul style="list-style-type: none"> - Jamboard: https://jamboard.google.com/d/1SnG32gHJEwGCRkbGeUSbqcQ7MPw2nmZ1C_ooytupXs/viewer?f=0 |
| Resources (links to the toolkit & infographics): | <ul style="list-style-type: none"> - Infographic 3.4: Link - Link with the Toolkit & other resources: https://drive.google.com/drive/folders/1uco72UKs7SVLpFg2YVibdyFadEGuSV12 |

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| Title of part 2: | A crisis of trust in science, scientists and institutions: How to overcome the public's distrust in science? |
| Duration: | 4h |
| Core ideas – Content: | <ul style="list-style-type: none"> - What do we mean by saying Trust in Science - Why Trust in science is important - Which are the factors of causing distrust in science - The role of the social practices of the scientific community in order to produce trustworthy scientific knowledge - How to deal with uncertainty (science in the making VS established scientific knowledge) |
| Objectives: | <ul style="list-style-type: none"> - The target groups to understand the factors of public's distrust in science - The target groups to understand the ideas that should communicate in order to increase public's trust in science |
| Detailed description of the activity's implementation (word limit 300 words max) | <p>In advance: Participants will have to read some selected resources from the Toolkit regarding trust in science and the factors that cause public's distrust towards science. In addition, participants will have to read the corresponding infographics (1.3 & 1.5).</p> <p>Face to face (or synchronously): We will start with a brief introductory lecture regarding trust in science and the factors that cause public's distrust towards science while we will also present the social aspects of scientific practice based on the FRA framework. Firstly, the participants discuss if it is possible for non - experts to be aware of all the current</p> |

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| | <p>socioscientific issues and to make informed decisions. Afterwards, the participants in groups discuss which of the social aspects of science need to be discussed with the public in order to increase public's trust in science. Subsequently, we focus on the role of scientific expertise in order for people to be able to evaluate the source they have to trust. Thus, the participants play a game in order to decide the source they would be based on in order to take action in the context of climate change.</p> | |
| Type of activity (<i>select & comment</i>): | Workshop | After the in advance planned reading, the participants are involved in interactive activities and group discussions. |
| Tools (<i>select & comment</i>): | Whiteboard (e.g. padlet, jamboard, shared documents) | The participants are called to share their views with the group during the face to face / synchronous workshop. |
| Links of the activity sheets (available in greek - to be developed in English): | <p>Presentation:</p> <p>Worksheets:</p> <p>Jamboards:</p> | |
| Resources (<i>links to the toolkit & infographics</i>): | <ul style="list-style-type: none"> - Infographics 1.3 & 1.5: Link - Link with the Toolkit & other resources: https://drive.google.com/drive/folders/1uco72UKs7SVLpFg2YVibdyFadEGuSV12 | |

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| Title of unit 3: | Implications for science communication & public engagement |
| Duration: | 3h |
| Core ideas – Content: | <ul style="list-style-type: none"> - Practices for effective science communication activities in order to increase public's trust in science |
| Objectives: | <ul style="list-style-type: none"> - The target groups to use FRA social aspects of science as tools for developing a holistic view of science and re – building public's trust in science - The target groups to redesign their current science communication practices in order to aim at enhancing public's trust in science |

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| Detailed description of the activity's implementation (word limit 300 words max) | Participants discuss in groups the strategies they think are possible to be implemented in their current science communication activities in order to enhance the public's trust in science. Afterwards, they try to re - design the goals and structure of one of their current activities and the other members of the group provide feedback. | |
| Type of activity (select & comment): | Workshop | The participants are involved in group discussions and provide a new design of a science communication activity they currently organize and implement in order to fulfill the goal of enhancing the public's trust in science. |
| Tools (select & comment): | Whiteboard (e.g. padlet, jamboard, shared documents) | The participants are called to share their views with the group during the face to face / synchronous workshop. |
| Links of the activity sheets (available in greek - to be developed in English): | <p>Presentation:</p> <p>Worksheets:</p> <p>Jamboards:</p> | |
| Resources (links to the toolkit & infographics): | <p>- Link with the Toolkit & other resources: https://drive.google.com/drive/folders/1uco72UKs7SVLpFg2YVibdyFadEGuSV12 </p> | |