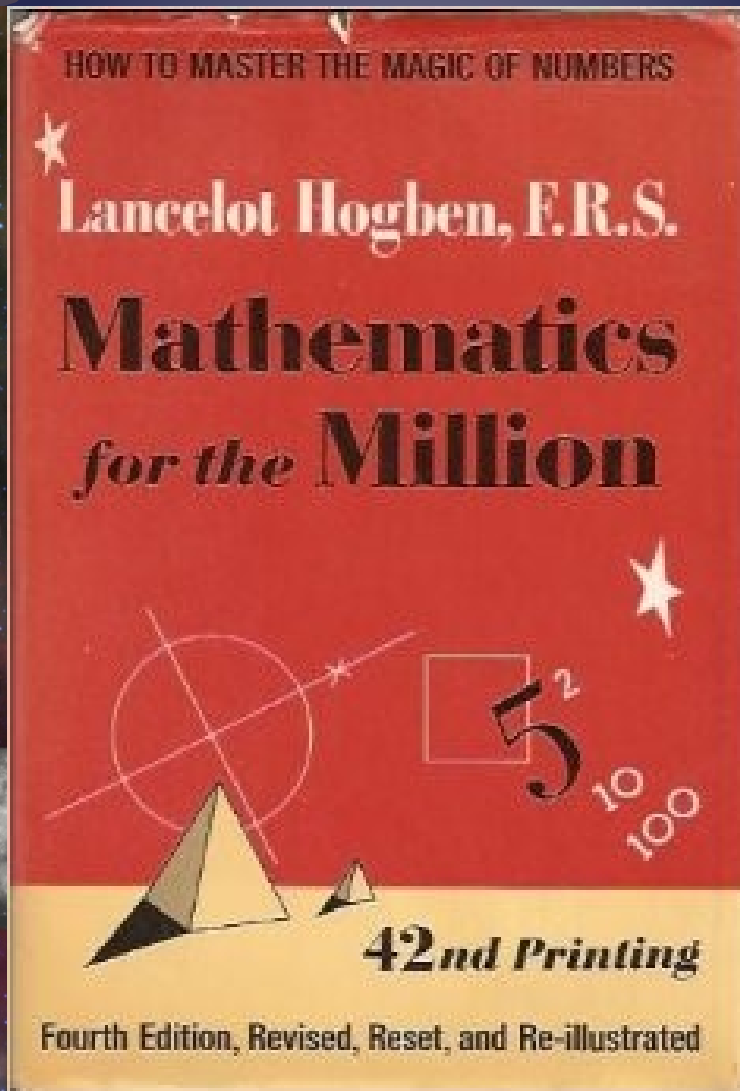


Scientific engagement and outreach

...as a new set of skills for researchers

{ Jadranka Jezeršek Turnes, Kontekst Consulting





{ Sir Walter Bodmer



Bodmer Report, 1985

Why researchers
need sci comm
competences?

{

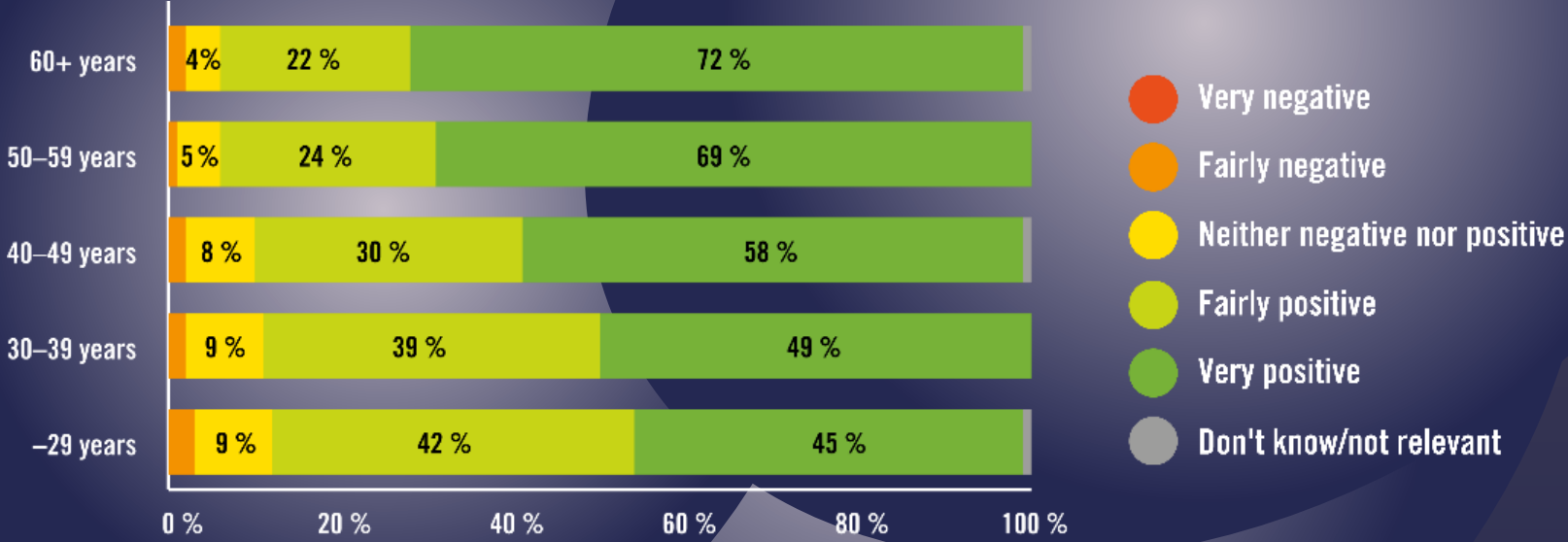
- A new job to learn
- Visibility, consensus, trust
- Dialogue with society, policy makers, business, peers, future researchers,..

But,

- do they know how to do it?
- do RI have strategies for implementation?
- do RI know how to engage with a dialogue when there is a risk?
- can RI deal with pseudoscience? How?

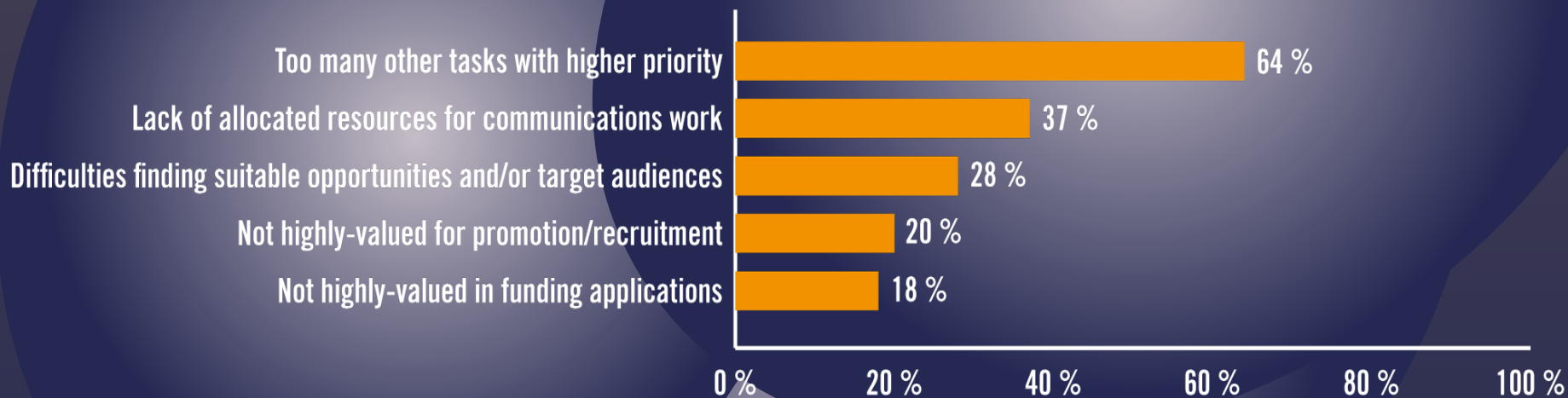
...so let's take a look what
the Swedish pole says...

Overall, what is your personal attitude to communicating your research with the outside world?



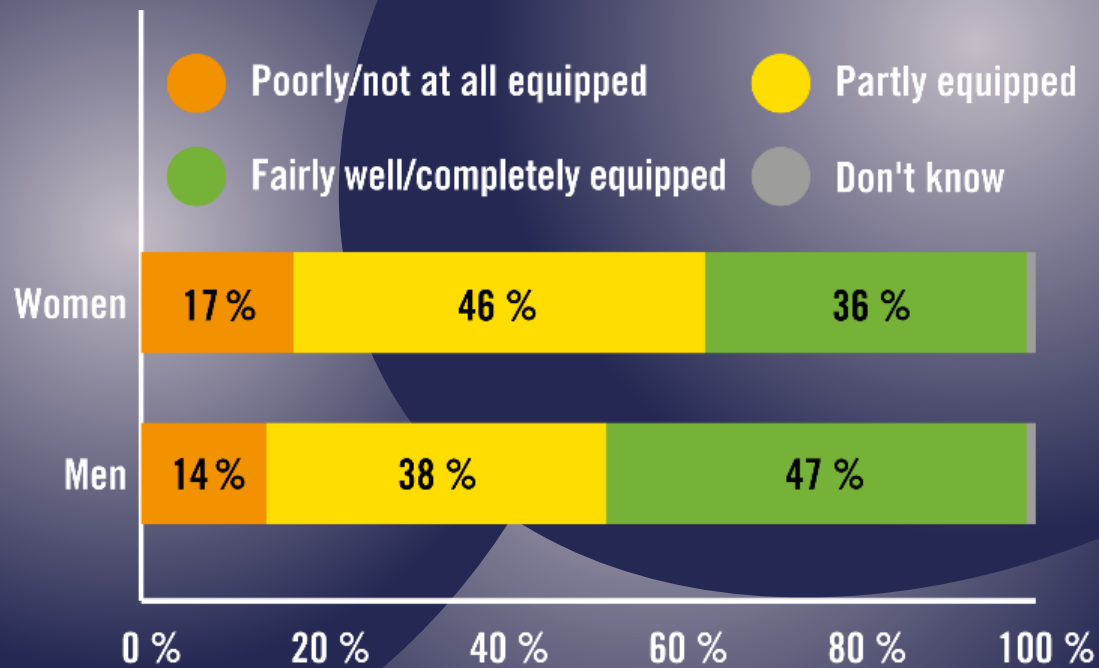
(Figure 4, VA Report 2019:8)

What are the biggest barriers you face when communicating your research with the outside world?
Select *up to three* (3) options..



(Figure 22, VA Report 2019:8)

Overall, how well equipped do you feel you are to communicate your research with the outside world?



(Figure 19, VA Report 2019:8)

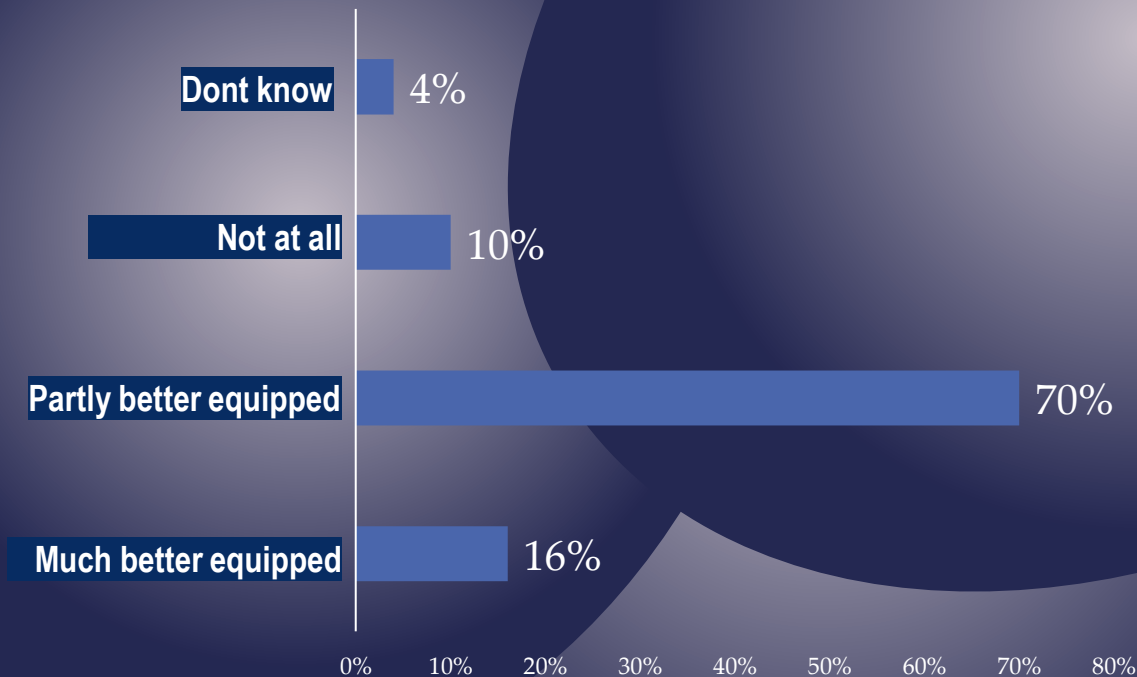
Have you ever undertaken any course/training on how to communicate research with the outside world?



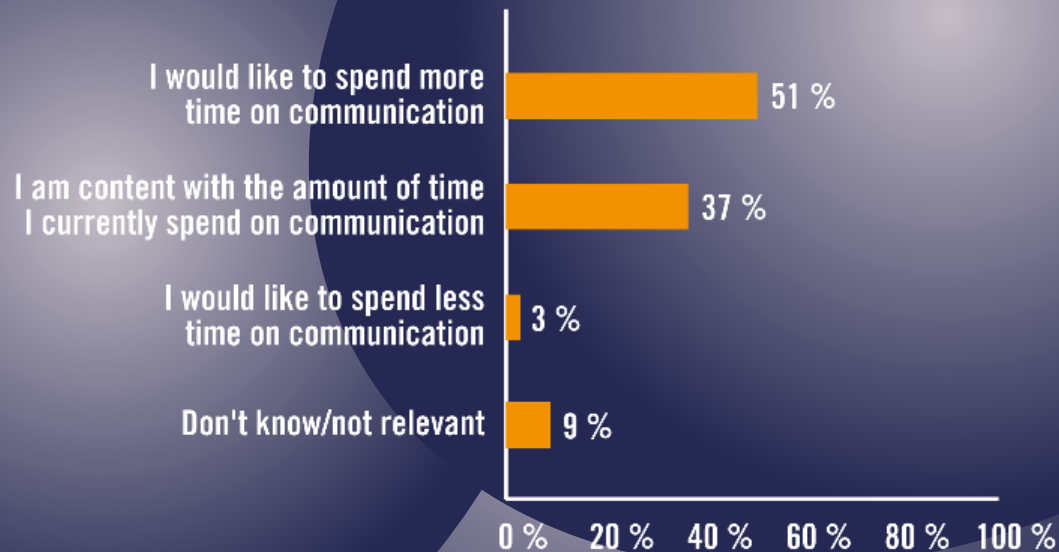
(Figure 23, VA Report 2019:8)

You answered that you have taken part in some kind of communication course.

Do you feel that this made you better prepared or equipped to communicate?



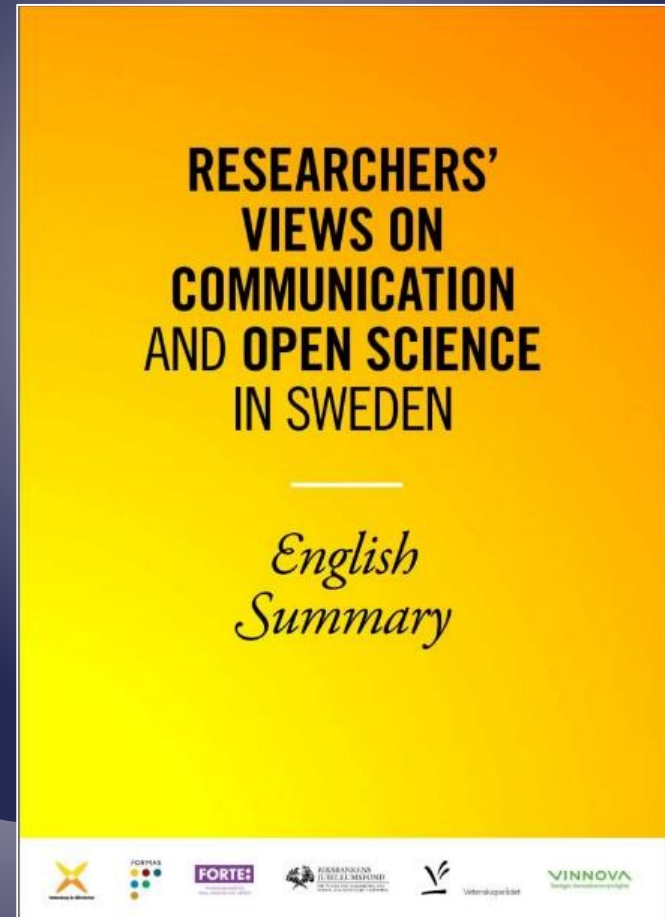
Would you like to spend more or less time than you currently do communicating your research with the outside world?



(Figure 29, VA Report 2019:8)

Key findings

- **Researchers want to communicate!**
- Support and training are needed.
- Female researchers need it more than male – according to themselves.
- Suitable opportunities to communicate are lacking.

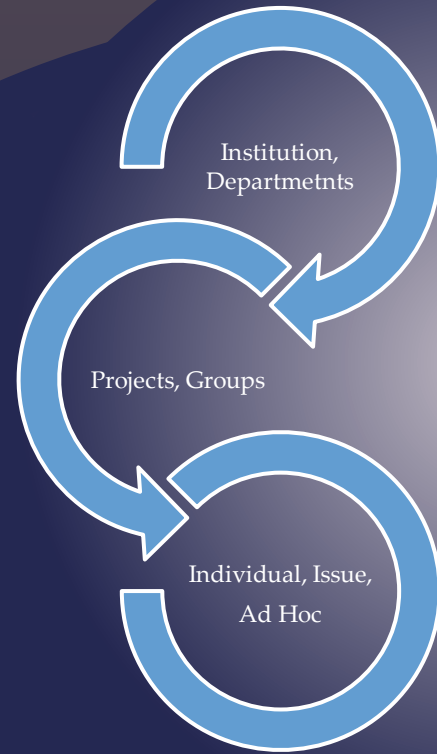




Why the competences?

How to progress
sci comm in RI?

{



Different levels demand
different competencies

Corporate/
Institutional

- Reputation
- Strategy
- Regular

Projects

- EU
- Local
- Applied science

Issue

- Ad hoc
- Crisis
- Awards

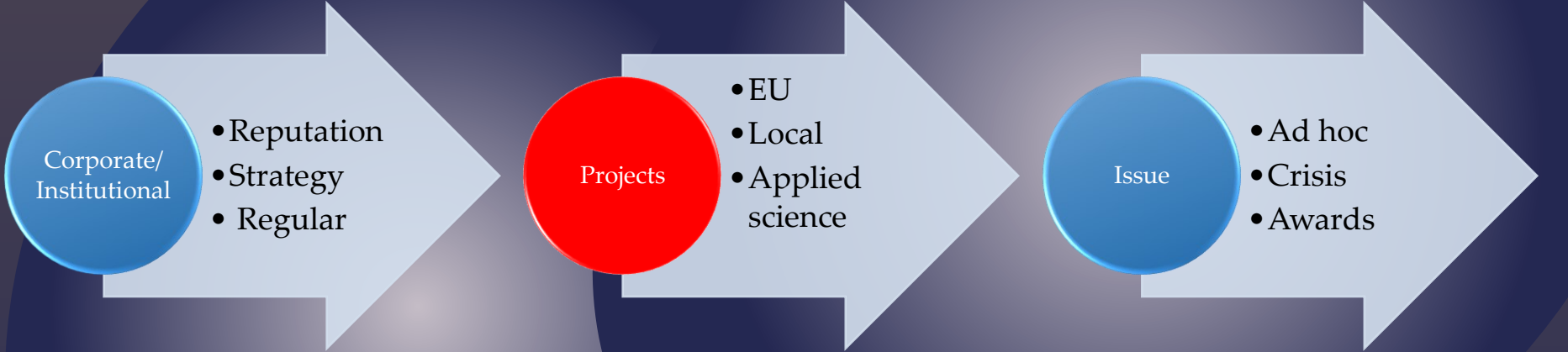
- ⌘ Strategic support (reporting)
- ⌘ Proactive - goals
- ⌘ Building Reputation
- ⌘ Embracing internal and external relationships
- ⌘ Regular events/ editions
- ⌘ Communicating regular key events
- ⌘ Important engagement for an internal audience
- ⌘ Long-term – yearly plans

RI communication strategy





Who is (RI) target audience?



Corporate/
Institutional

- Reputation
- Strategy
- Regular

Projects

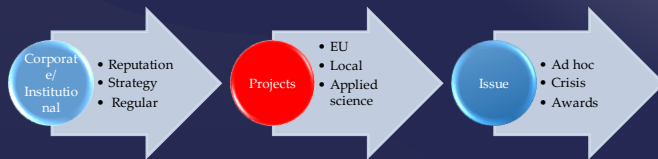
- EU
- Local
- Applied science

Issue

- Ad hoc
- Crisis
- Awards

- ⌘ ~~Strategy Plan~~
- ⌘ Proactive
- ⌘ Operational
- ⌘ Usually engaged with partners
- ⌘ Task/objective oriented – dissemination
- ⌘ Shorter term
- ⌘ Endorsment
- ⌘ Controlled
- ⌘ Defined audiences

Project communication plan



- ⌘ Who should communicate?
- ⌘ Whos is audience? / Who we are addressing?
- ⌘ What is the news?
- ⌘ What will be my message?
- ⌘ What are my advatanes and why? Where I have to be careful (damage control)?
- ⌘ How I will present that to media?



Who is the (project) target audience?

Best EU practises and some resources:



INNOVATIVE
TOOLS

TRANSFORMATIVE
TRAINING

WIDE
DISSEMINATION

www.rri-tools.eu

- ⌘ Consortium of 26 organizations participating in the RRI Tools project
- ⌘ 27 workshops involving 400 stakeholders in 24 countries across Europe
- ⌘ 300+ resources in the Toolkit have been selected by the RRI Tools members with the collaboration of their partners in Europe



Written stories

Video appearance

Radio / audio

How to create relevance

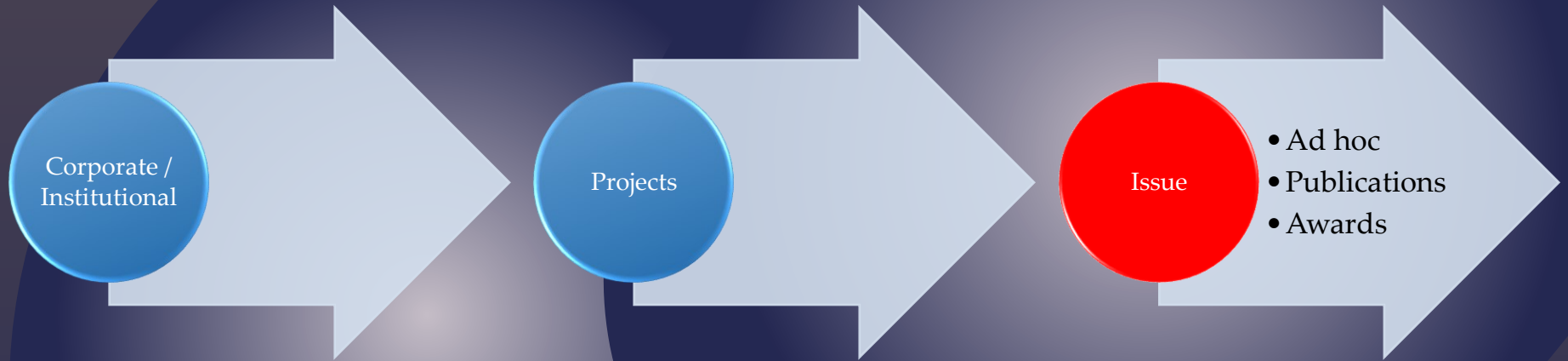
How to create importance?

Understandability of messages

Visual help

What more?

Plan it. Get help.
It's all about skills!



Your competencies!

Who are they?
What is the level of their knowledge?
What is the goal of your presentation?

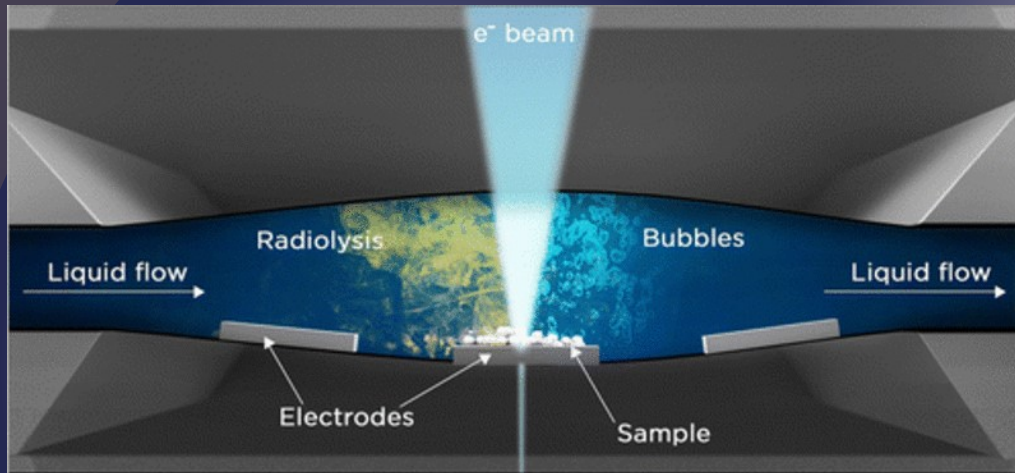
What do you expect to accomplish?
How do you visualize the result?

Tailor made the presentations!
Define the message in advance!

Audience -
Purpose of your
presentation



You: What is my goal?



Who is audience? / Who we are addressing?

What will be my message?

What are my advantages and why?

Where I have to be careful (damage control)?

How I will present that to media?

Story planning before Storytelling!



A large, ancient stone pyramid, likely the Great Pyramid of Giza, is shown from a low angle, emphasizing its massive scale. The pyramid is constructed from light-colored, weathered stone blocks. The sky is a clear, bright blue. The text is overlaid on the pyramid's surface.

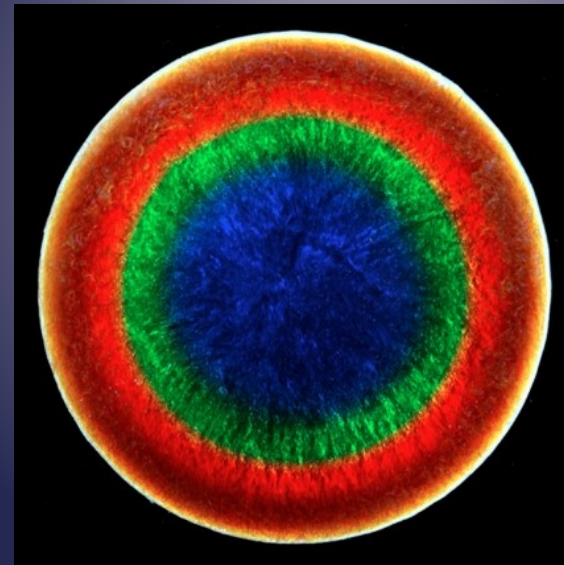
The lead: 30 most important words.

The hook. -

The body: arguments,
explanation, statements,
information, photos,... -

The tail: extra info,
related research,
other sources -

Visuals



- Create understanding
- Save time
- Enhance attention
- Help control timing and nervousness
- Max: 6 lines or/ and 7 words per line

- & Press conference? Event?
- & Presentation? Workshop?
- & Shall we mix audiences?
- & When involve social networks?
- & Radio?
- & TV? = Digital?
- & Print?

Stakeholders mapping

Media list

Messages mapping

Outcome

**Think well about the
tools and media outlets**

Communication with Media

{

{ Differences



Science

and



Media

{ Mutual objective:



- & Who writes? Do I know her/him?
- & How do they write?
Experienced in science reporting?
- & How they are prepared?
- & How much time do they have?

{ What readers want?

Media: Editor decides!

- ⌘ Is it newsworthy?
- ⌘ Can be a black & white scenario?
- ⌘ One or multiple sources?
- ⌘ Story format
- ⌘ Selecting appropriate media
- ⌘ Interaction

Critical impact on the society

Controversion

Context

Media: What's in it for me?

{ CONTROL THE
MESSAGES



{ TOOLS

- Written statement (press, internet, social networks)
- Audio statement (radio, internet, social networks)
- Video reaction - photos and (live) broadcast (TV, internet, social networks)

How to prepare ?
Can we do it alone?

{ CONTEXT

{ CHECKLIST

The image shows a screenshot of a TIME magazine article. The header includes the TIME logo and a 'Subscribe' button. Below the header, there are navigation tabs for 'LATEST', 'MAGAZINE', and 'VIDEOS'. The main article title is 'Quiz: How Does Your City Affect Your Happiness?' by Chris Wilson, dated 6:30 AM ET. The article text begins with 'In his book *Happy City*, Charles Montgomery offers evidence that where you live has a powerful effect on how you feel. From our commutes to our neighbors and our daily routines, where we choose to live can influence our...'. There is also a small image of the book cover for 'Happy City' by Charles Montgomery.

- Lead (*Who/what? or When? Or quote Aha!*)
- The lead as appetizer
- The lead is more informative than the title
- As much W's in a compact (not extensive) style
- The sentences are short, the language simple
- Inverted pyramide

Written statements. Print.

{ TIME TO EXPLAIN

{ CHECKLIST



- Lead (*Who/what? or When? Or quote Aha!*)
- The lead as title
- The importance of the announcement
- As much W's in a compact (not extensive) style
- The sentences are short, the language simple

Radio. Podcasts.

{ VISUAL IS
IMPORTANT



{ CHECKLIST

- The ultimate significance of the first shot
- The proportion between spoken text and images
- The importance of the announcement
- As much W's in a compact (but lively) style
- The sentences are short, the language simple

TV, social media

- ⌘ Breath – relax – smile
- ⌘ Body language or body noise
- ⌘ Moving? Or, finding i-spot
- ⌘ Do not lock arms
- ⌘ Eye contact
- ⌘ Contact with audience

Body Language

- ⌘ Have own social identity and beliefs – confirmation bias of the tribes we belong to
- ⌘ Use same social media
- ⌘ Dominated by a few commentators
- ⌘ Chanting to the choir
- ⌘ Not listening

Contra publics

- ⌘ Understand their values and concerns: Is there any common ground?
- ⌘ Be respectful and polite; don't argue
- ⌘ Choose the right time
- ⌘ Use their language
- ⌘ Remember change can take time

Dealing with the contra publics

{ YES

- ⌘ Solutions
- ⌘ Facts + emotion + values
- ⌘ Local impacts
- ⌘ Many solutions
- ⌘ It's all about you
- ⌘ Costs of inaction
- ⌘ Show the trends
- ⌘ People benefitting from change

{ NO

- Problems
- Facts only
- Global impacts
- One solution
- It's all about the science
- Costs of action
- Argue the science
- People suffering from impacts

Communicating messages

- ⌘ Not only facts, they need to understand the scientific method
- ⌘ If people feel they have been heard, they are more open to changing their views and behaviours
- ⌘ Acknowledge their input has limitations



- Listen rather than just telling
- Acknowledge **uncertainty in science**
- Develop relationship

Step into the shoes of
„a critical friend“

- ⌘ Understand who (perceptions/misperceptions; concerns, values; communication needs)
- ⌘ Value other forms of knowledge
- ⌘ Develop relationships of trust
- ⌘ Use a mix of activities
- ⌘ Monitor, evaluate, listen, listen and keep listening

Practical tips

- it is a skill, so you need training
- there is no „copy-paste “ to use
- be creative and find a relevant context
- it is about the method,
 - facts (science, evidence),
 - impact (you, influence as a scientist)
 - and reputation (RI)
- refresh your skills often (do training)
- if you decide to do it, be confident: YOU create a better society

{ Does this resonate with my RI?

Thank you

{ jadranka@kontekst-svetovanje.si