

ESConet Trainers

# WORKSHOPS IN SCIENCE COMMUNICATION 2010

*Organised on behalf of the Commission of the European Community*



SCIENCE COMMUNICATION TRAINING FOR EUROPE'S SCIENTISTS

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**EUROPEAN COMMISSION**  
RESEARCH DIRECTORATE-GENERAL

Directorate L: unit L.5 – Communication

**The Head of Unit**

Brussels, 07.01.2009

## TO WHOM IT MAY CONCERN

The project **ESConet Trainers** (230456) will organize the trainings for EC-funded scientists within the scope of call for proposals SiS-2008-3.0.2.1 - Support for training activities for high-level EC-funded scientists - coordination and support action (supporting) - CSA.

The training should improve the ability of EC-funded scientists to interact with national and international media, especially audiovisual media, for example how to present their work on TV and radio. It should also include training on how to use new media with the objective of establishing a better dialogue with society (interactive websites, blogs, mobile phones information systems, etc.)

"EC-funded scientist": means a scientist currently involved (at the time of training) in a research project financed by the European Commission (Research Framework Programme).

A handwritten signature in black ink, appearing to read 'Pablo Amor', with a long horizontal line extending from the end of the signature.

Pablo AMOR

## *Our offer*

### SCIENCE COMMUNICATION TRAINING FOR EUROPE'S SCIENTISTS

**You and your network have been chosen by the European Commission to benefit from EC-funded training in science communication. This programme is designed to give Europe's top researchers the skills and confidence to interact with the media, engage with ordinary citizens, and to advise and persuade policy-makers.**

- Each of the individual researchers identified by the Commission is entitled to *free* science communication training
- Each of the networks identified is entitled to have one at least of its researchers trained for *free*.

This training will be delivered by **ESConet Trainers**.

ESConet (the European Science Communication network) is part of enabling the vision of Europe's vision for *Science and Society* to become reality, by training scientific researchers to communicate with the media and their fellow Europeans. Our team combines the talents of media and policy professionals with a solid basis in science communication training.

This training programme is in response to a very specific request by the European Commission under its Framework 7 funding scheme for training to improve the abilities of high-level EC-funded scientists "to interact with national and international media, especially the audio-visual ones ... It should also include training to use new media with the objective to establish better dialogue with society ...".

ESConet Trainers will deliver this training with a series of residential workshops. This will enable trainees to interact intensively with both the trainers and their peers, maximising the lessons learned and the new skills acquired.

Our workshops are designed to fit your requirements. We have identified two training levels from which you can choose – Science Communication I and Science Communication II. Having attended Science Communication I is a prerequisite for attending Science Communication II, unless participants can show that they have taken modules elsewhere that cover the modules offered in Science Communication I.

Our workshops need your residential participation for three days (including arrival and departure). The courses will run over a series of 10 workshops between 12 July and 15 August.

Our workshops will be held in the Centre for Advanced Academic Studies (CAAS) in the beautiful city of Dubrovnik on Croatia's Adriatic coast - <http://www.caas.unizg.hr/>. Your travel and accommodation will be covered by ESConet's EC funding.



Dubrovnik

A booking form is provided on page 21.

## SCIENCE COMMUNICATION I

### Overview

Science communication skills have very wide applicability, from scientific journals and conferences all the way through to giving talks to school students. ESConet Trainers make use of a “scenario approach”, in which the researchers to be trained are put into a number of situations in which they will be expected to communicate with lay, but intelligent, audiences. In particular, ESConet stresses the importance of communication with and through the mass media in order to provide basic training in structured and well-focussed communication. Our science communication I workshops consist of a number of modules, most of which have practical activities. Feedback sessions are built into all of the practical modules, and further feedback will be given as required, after the workshops. The following modules are delivered in the Science Communication I Workshop:

### Who are you communicating with and why

Before embarking on any communications activity, it is vital to ask: who is your audience, and why are you communicating with them? For any science communication activity to be successful, it is important to understand the specific characteristics of the audience that may shape how people relate to science. So the first section of this module looks at what we know about European citizens and their attitudes to science, making use of the Eurobarometer surveys, among other information sources. The second part of this module presents the reasons why lay people need and seek scientific information, using the “uses and gratifications” approach from communication theory. For both sections there are short exercises: you will be asked to introduce yourself, outline your experience in communicating with the media and lay audiences, and say what your particular motives are for being involved in science communication.

### Writing for the media

If you publish in high profile journals or have to make an important announcement or conference presentation, you may often be asked to provide information for a *press release*. You may, of course, leave the writing of this release entirely to your institution’s press office. But, increasingly, researchers themselves are being asked to play a part in formulating what goes out to the media, to ensure accuracy and to highlight the relevance, novelty *etc.* of what they are doing. The press release is a very disciplined, formulaic piece of writing designed to fit closely to what news journalists have to write on a daily basis, and to answer a few very basic questions: who, what, where, why, when and how. So this module provides you with the skills required to prepare a press release about your own research. You will be given an introduction to news values that you can apply in your own press release writing, and taken through examples of press releases that have successfully generated media coverage. The module

engenders good written communication practices that may be widely applicable, including in a purely research setting, such as a scientific journal or conference poster.

### Talking to the media

This module introduces you to the various forms and uses of the media interview in which scientists may be involved, and involves participants in a practical simulation of a media interview. You will be asked about your experiences and expectations of media interviews. You will be advised on preparing for media interviews, underlining the importance of clear focus on key points, and of anticipating the possible lines of questioning. You will be interviewed by media professionals in one or more settings. The default setting is the TV or radio interview in a studio setting for live broadcast or recording. Other possibilities are: interviews on the telephone for radio (live) or newspaper; extended interviews for magazine; interview on-camera in non-studio location; presentation to media at a press conference. Along with the trainers and other workshop participants, you will have the opportunity to review the interview performances, offering opportunity for peer and self-critique.

### Public science on the web

This module examines the various forms and uses of the web as a medium of public science communication. You will review critically selected examples of science web sites, aiming to identify elements of good and bad practice, and to establish criteria for effective sites. You will undertake supervised exercises to review critically selected science web sites and to produce an outline of a web page or pages about the project, programme or institution to which you belong. You will be introduced to techniques such as blogging, and other sites, such as the social networking site Facebook. Tutors and participants will review together the pages produced. You will be asked to keep in touch with the trainers and undertake some follow-up exercises, to be undertaken in the following weeks.

### How the media cover science

There is much anecdotal evidence of scientists experience difficulties with journalists and broadcasters when it comes to popularizing their work: inaccuracies, oversimplifications, removal of qualifying statements, over-emphasising controversy *etc.* Much of the uneasiness between the world's of research and the media is due to mutual unfamiliarity. This module, however, is designed to increase your familiarity with the world of the media. The module presents an overview of the main features of media presentation of science and technology issues. It reviews the key findings of long-term studies of media coverage of science and technology, tries to highlight the dominant trends across time, the main differences across the diverse media (TV, press, radio) and presents some particularly significant case studies.

## Science in culture

By the end of an intensive, two-day workshop, you will have been exposed to a great deal of practical activity and detailed information. So it is useful to reflect on what has been learned and put it into a wider context. This module provides a useful framework for doing this: the public representation of science is the result of a combination of a great multiplicity and variety of factors, the origins of which are difficult to trace. This module provides a brief introduction to some of those factors, and aims to generate a final discussion on why science communication is important at a number of levels. In short, it reinforces the lessons learned in the workshop by emphasising the context and importance of science communication.



Trainees at work, March 2009

## SCIENCE COMMUNICATION II

### Overview

As the name suggests, the *Science Communication II workshops* are designed for researchers who already have the basic skills outlined in WP2: either they have taken the *Science Communication I Workshop*, or something similar, or they have demonstrated those basic skills in their own interactions with the media and lay audiences. So the *Science Communication II workshops* will put you into high-pressure situations: to brief policy makers or propose projects to funders; to deal with a controversial situation; to be involved with public science projects – such as cleaning coastlines after an oil tanker spill – that make science just one voice amongst many; to communicate about risks of deadly diseases, for example.

One further issue for consideration is the increasing demand on those involved in science communication to show that they have thought through their projects, with a particular emphasis on evaluation – funders want to know that they are getting “value for money”. In this situation, social science techniques can be helpful. These workshops will be carefully tailored

to suit your scientific disciplines and expertise.

### Communicating to policy makers

Policy-makers clearly have concerns in relation to science, technology and medicine. So this module is aimed particularly at presenting to Members of the European Parliament or to European funders such as the Commission, the European Space Agency, the European Science Foundation *etc.* It provides some initial understanding of the requirements of policy-makers for information about science, technology and medicine. It outlines some of the issues that are involved in the communication of science, technology and medicine to policy-makers who are not experts in the area. It commences with a brief introduction to the policy makers and the possible motivations for them to want to know about science, technology and medicine. You will carry out practical exercises, involving presenting a short written report on some aspect of science and technology that has key policy implications, or in proposing a project to potential funders / funding bodies.

### Communicating risk

Risk is an unavoidable element of our society, and medicine, science and technology – as drivers for change – inherently bring risk along with their new developments. But, at the same time, medicine, science and technology are essential to the solution and avoidance of risk. This module introduces you to essential issues involved in communicating scientific topics that contain an element of risk, such as new technologies or potential pandemic diseases. You will get to understand that a range of cultural, social and psychological factors, not just narrow scientific facts, combine to create an understanding of risk among various publics. The scientific facts may not be the deciding factor in how people decide to act relative to a risk. The module will explore the differences between communicating ready-made science and science-in-the-making, which involves uncertainty. In learning how to communicate science that contains risk or uncertainty, “experts” must also learn to listen as well as explaining their own view clearly. You will take part in a scenario exercise where you have to communicate a current scientific topic involving risks to various affected stakeholders. This involves you playing the roles not just of scientific researchers with information to impart, but also citizens with various professions and interests. Seeing things from “the other side” is vital to understanding how to communicate risk.

### Science in dialogue (talking science and listening)

Scientists will face both opportunities and obligations in their careers to discuss their research face-to-face with various interested non-scientists who are participating in the science policy process. These non-scientists may include politicians, policy-makers, interest groups, community groups, business representatives, and members of the general public. These communication situations frequently occur outside the prepared environments of formal presentations or the unique situations of mass media interviews – and so demand a set of interpersonal skills. In the current political climate of science and society interaction,

dialogue has been noted as a crucial means of engaging with the public, especially in areas where sections of the public are recognized as having a level of non-professional expertise, or lay expertise, in a scientific area. This module introduces you to conceptions of science in dialogue, and outlines key interpersonal communication skills needed to engage effectively in discussion and dialogue with others. Special emphasis is paid to active listening. The module introduces central topics, with short exercises used to put these skills into practice. It culminates in a scenario exercise in which you will assume the role of different interest groups – including scientific researchers - in society who are meeting to reach consensus on a pressing social or economic issue that has a significant scientific dimension.

### Challenging science

The methods, merits and motives of science are now being challenged from various social, cultural, ethical and religious viewpoints. Claims about science's unique ability to discover reliable knowledge about the natural world are also being critiqued. This module introduces trainees to the reasoning behind these challenges and controversies. Significant contemporary controversies about science and from the history of science are examined, illustrating the role of controversy in creating scientific knowledge. Practical exercises for this module include organising a café scientifique around a controversial subject, or revisiting some old scientific controversies, with participants putting themselves into the role of the disputing parties, assuming you do *not* already know the outcome of the dispute, so that you can present and challenge evidence and opinions on both sides of the arguments.

### Social science for science communication

Several of the tasks in planning and evaluating major science communication activities – e.g. festivals, engagement processes, museum exhibits – required skills and knowledge drawn from the social sciences. This module is designed to enhance your awareness of social science resources for better understanding and interaction with non-experts. Starting with examples of practical situations, the module will introduce you to some of the methods and tools that the social sciences can offer. You will then carry out practical exercises, relevant to your own disciplines and expertise, that make use of the methods presented.

## *About us*

Training workshops in science communication will be delivered by **ESConet Trainers**. Our team combines the talents of media and policy professionals with a solid basis in science communication training. All of the trainers have media and policy experience that makes them familiar with the workings of science communication to lay, but intelligent, audiences. Many of the ESConet Trainers earn their living, in whole or in part, in these worlds. This gives ESConet Trainers an excellent grounding in the workings of the EC, and the networks it supports under its various Framework Programmes, as well as strong connections into the international world of science communication.

### Director

*Steve Miller* UCL UK:

Steve is Head of Department of STS, and Professor of Science Communication and Planetary Science. Steve is a former political journalist. He directed ENSCOT and is currently directing ESConet. He was among the first to introduce science communication courses into British universities, doing so in 1990, and has been organising training courses for nearly 20 years. Steve also chaired the European Commission's own exercise in *Benchmarking the Promotion of RTD Culture and Public Understanding of Science* (European Commission, 2003), and has acted as an evaluator for FP5 and FP6 projects, and for the *Descartes Prize for Science Communication*. He co-authored *Science in Public: communication, culture and credibility*. He is also a planetary scientist and co-coordinator in the FP6- and FP7-funded European planetary science network, EuroPlanet.

### Manager

*Kajsa-Stina Magnusson* UCL UK:

Kajsa is an experienced project manager who has worked on diverse projects, such as those related to development and democratization in Southern Africa and running a centre teaching graduate courses in mathematics and statistical science in inner city London. Kajsa is particularly interested in science communication and policy-making related to emerging technologies, technological change and issues related to science and democracy/democratization. She teaches science communication courses at UCL, and is currently enrolled as a Ph.D. candidate researching science policy and the societal and ethical implications associated with nanotechnologies.

### Media and policy professionals

*Maggie Aderin* freelance broadcaster STFC *Science-and-Society* Fellow UCL, UK:

Maggie is the founder of *Science Innovation* and an experienced television broadcaster. As

STFC Fellow, she is developing projects to popularise particle physics and astronomy, particularly to black and ethnic minority communities, who have been hard to reach by traditional outreach and science communication projects. Maggie has a PhD in Mechanical Engineering from Imperial College, London, and several years of experience making instruments for the space industry, in which she still works part-time.

*Quentin Cooper* BBC Radio, UK:

Quentin hosts BBC Radio 4's weekly *The Material World*, the UK's most listened to science programme as well writing and presenting a range of other science output on radio, television and in print. He also facilitates and directs an increasing number of other science events in the UK and round the world – in the last year these include everything from science journalism workshops in Japan to a biodiversity conference in Brazil, from a global diabetes summit in Kenya to the first European Commission forum on science journalism in Spain, and from talks about the image of scientists in Moscow to a dance-science project for schools in London. Among the organisations he has worked with regularly and recently are the British Council, the Royal Society, BBC Training, the Royal Institution, NERC (the Natural Environment Research Council), the Institute of Physics, DEFRA (the UK Department for Environment Food & Rural Affairs), Astra Zeneca, The Natural History Museum, the Wellcome Trust, Cheltenham Science Festival, The World Diabetes Foundation and the Cape Farewell climate change project.

*Lucie Green* Mullard Space Science Laboratory, UCL, UK:

Lucie works in TV and radio and co-presented the BBC/Open University astronomy programmes *Final Frontier* and *Stardate*, which covered some of the major events in astronomy and space physics. One of the Stardate programmes covered the transit of Venus, which took place on 6 June 2004. This programme won the Royal Television Society's Life Long Learning and Multimedia Award for the opportunities it gave viewers to join in on the event and make their own Sun-Earth distance measurement. In addition, Lucie regularly contributes to discussions on space and astronomy on the radio and in the news on BBC 1, BBC News 24, GMTV, carried out science demonstrations on the Children's BBC programme the Xchange, discussed solar physics and solar observing on the Sky at Night. Lucie also works as a solar physicist at the Mullard Space Science Laboratory.

*Anita Heward* Press Officer, Europlanet and Royal Astronomical Society:

Anita is a freelance science writer and press officer. After completing an MSc in Earth Observation Science at the University of Leicester, she joined the team setting up the National Space Centre, a Millennium Landmark Project based in Leicester. Between 1997 and 2001, Anita was responsible for developing content and displays for the galleries, assembling a collection of space artefacts from around the world and setting up a gallery-based and online

space news service. During this period she also completed a Diploma in Science Communication with Birkbeck College, London. Since leaving the National Space Centre, Anita has set up the British Festival of Space, which publicised the UK's role in space and astronomy through events for the media, schools, teachers and the general public held in Guildford and Birmingham. From 2001-2007 she was the co-ordinator of "UK goes to the Planets", a campaign to publicise the UK's contribution to the exploration of the Solar System and she also co-ordinated events for Space50, the UK's celebration of the 50<sup>th</sup> anniversary of the launch of Sputnik.

*Blanka Jergovic* Radio Science Editor, Croatia Radiotelevision:

Blanka has been a radio journalist for the past ten years, specialising in science at the national radio station. She has a PhD in sociology from the University of Zagreb, where she is now part-time lecturer in science journalism. Blanka has been part of the management committee of ESConet under FP6, and is an experienced trainer. She organised science communication workshops funded by the British Council and the United Nations, and works closely with staff at the InterUniversity Centre in Dubrovnik.

*Nina Kuryata-Stasiv* Seychas Newspaper, Kiev, Ukraine

Nina is currently editor-in-chief of the Seychas Newspaper [www.seychas.com.ua](http://www.seychas.com.ua), run by the LIGABusinessInform Information Agency. She has a PhD in microbiology from the Ukrainian Academy of Sciences (Kiev) and a Master's degree in journalism. She used to be a science writer for several years, and has taught university courses in Science Journalism since 2005. Nina has also organised and taught on several science communication workshops. She will offer training in writing for the media, media interviews, how the media cover science and communicating risk.

*Toby Murcott* BBC Radio 4 Producer, UK:

Toby is a producer for Pier Productions and BBC Radio, whose programmes include *Home Planet* and *Connect* for BBC Radio 4. He was the science correspondent for BBC World Service and has produced and presented programmes across all of BBC Radio. He is a part-time lecturer in science communication at the University of Glamorgan, teaching on the MSc course there. He is author of "The Whole Story: Alternative Medicine on Trial?" and a regular columnist on *The Times* newspaper. He has worked on several projects with leading scientific institutions, including working with the Institute of Physics; The Royal Society; The British Association for the Advancement of Science; The Medical Research Council; Nature Magazine; The British Council; Society of Chemistry in Industry. Toby is also consultant to science TV production companies and has a PhD in biochemistry.

*Mary Mulvihill* Freelance radio and print science journalist, Ireland:

In a previous existence, Mary worked as a statistical geneticist with Ireland's Agricultural Research Institute—so she knows what it's like to be a scientist. But for over 20 years now, she has worked as a science writer and broadcaster, so she also knows what it is like to communicate a technical story to a general audience. She has written widely for Irish publications, presented numerous radio series for RTE, and edited Technology Ireland for a decade since the 1990s. A former president of the Irish Science & Technology Journalists Association, and former member of the Irish Council for Bioethics, she has co-ordinated and contributed to over 20 training workshops for scientists covering media and interview skills, communicating and presentations. Her book on Irish scientific heritage, *Ingenious Ireland*, won a number of awards.

*Vladimir de Semir* Director of the Science Communication Observatory, Barcelona, Spain:

Vladimir is a former city councillor and commissioner of Knowledge Society for the city of Barcelona (1999-2008). He is Associated Professor in Scientific Journalism at the Pompeu Fabra University (Barcelona) since 1994, where he directs the Science Communication Observatory. The Observatory runs Master's and Diploma programmes in science communication. Vladimir is a member of the CE expert group Monitoring Activities of Science in Society and a member of the Scientific Committee of the Public Communication of Science & Technology Network; he currently edits the PCST-Academy website [www.pcstacademy.org](http://www.pcstacademy.org). He was also scientific director of the European project "Science & the City" (ESCITY). As a former journalist, specialising in scientific, medical and environmental issues since 1982, he became science editor of the Catalan daily *La Vanguardia* until 1997.

*Melanie Smallman* Advisor to the Chief Scientific Officer, DEFRA, UK:

Melanie holds degrees in Biology from the University of Warwick, and an MSc in Science Communication from Imperial College. She is the director of the private science communication consultants *Think-lab* (<http://www.think-lab-web.co.uk/>). She was part-time manager of ENSCOT, and is responsible for giving science communication advice to the Chief Scientific Officer at the UK Department of the Environment, Food and Rural Affairs. There, she has transformed the communication strategy of the ministry, to make it much more open to public engagement, as well as to the media. Through ENSCOT and ESConet, she is an experienced trainer. Melanie will offer training in writing for the media, communicating to policy makers and communicating risk, and science in dialogue.

### Other ESConet Trainers

NB “other trainers” all have relevant media/policy experience, although it does not constitute their main occupation.

*Sofia Araújo* Association for Science Development (ACD) Portugal, IRB Barcelona, Spain:

Sofia graduated in Applied Chemistry (Biotechnology) from Universidade Nova de Lisboa, in Lisbon, Portugal, and has a Ph.D. in Biochemistry from the University of London, UK. She holds a post-graduate Diploma in Science Communication from Birkbeck College, University of London.

Sofia is a full-time scientist who possesses years of experience and many scientific publications in her field of research. In addition, she is particularly interested in Science Communication and in investigating innovative ways to bring science to the public and to engage the public in scientific discussion. Sofia is one of the editors of a Portuguese science weblog (<http://dererummundi.blogspot.com>) and has participated in a Portuguese TV-Science programme broadcasted in 2008 (ABCiência, RTP, Portugal). Since 2003, she has organised and been a trainer in various science communication workshops for scientists both in Portugal ([www.comunicarciencia.org](http://www.comunicarciencia.org)) and abroad as a member of ESConet. These workshops offer extensive training and hands-on activities. Sofia has also been involved with the organisation of Science Communication conferences for Portuguese scientists and journalists. In 2008, she published her first book on biological experiments for 5-7 year olds (*Ciência a Brincar—descobre a Vida*, Editorial Bizâncio).

*Mark Brake* Director of Science Shops Wales, UK:

Mark is Professor of Science Communication at the University of Glamorgan, where he runs a science communication masters programme, and an undergraduate programme that focuses on public engagement with science. He is also director of RoCCoTO, the community outreach programme in the Welsh valleys that gives course accreditation in astrobiology to citizens who are not enrolled full-time on university courses. As Director of Science Shops Wales, he is at the heart of public engagement programmes there.

*Massimiano Bucchi* University of Trento & Observa Science in Society, Italy:

Massimiano has a Ph.D. Social and Political Science and is Associate Professor of Sociology of Science at the University of Trento, Italy. He has published several books, including *Science and the media* (London and New York, Routledge, 1998). He is a head of the scientific committee of non-profit centre Observa Science in Society. Massimiano has also served as advisor and evaluator for several research and policy bodies, including the US National Science Foundation, the Royal Society and the European Commission. He has received recognition for his work, including the Mullins Prize awarded by the Society for Social Studies of Science (1997) and the Merck-Serono prize for science books (2007).

*Kostas Dimopoulos* University of the Peloponnese, Greece:

Kostas is Associate Professor of Learning Materials in the Department of Social and Educational Policy, University of the Peloponnese. He also teaches Didactics of Science at the Hellenic Open University. His current research interests concern the image of science and technology presented within various communication contexts like formal and non formal science education institutions, mass media, internet, and advertisements, as well as developing science communication and education materials for non-experts (students and the general public). He has written many articles, conference papers, and recently two books on these issues. Among the international journals he has published in are Public Understanding of Science, Science Communication, Research in Science Education, International Journal of Learning, and Mediterranean Journal of Education Studies. Finally, Kostas has participated in many national and European R&D projects related to science communication and science education.

*Marta Entradas* UCL, UK:

Marta is a Ph.D. candidate doing Science Communication at University College London. Her research deals with the public opinion on science, particularly related to space exploration, and the relationship between the public and policy-making. She has a Master's degree in Earth and Life Sciences for Education from the University of Lisbon, where she focused on science communication strategies for informal education. Previously, Marta spent four years working as a Science Communication Officer at the European Centre for Marine Science and Technology (EurOcean).

*Declan Fahy* Dublin City University, Ireland:

Declan Fahy has worked as a journalist for several Irish publications, including the *Irish Times* and the *Irish Daily Mirror*. Currently, he is a PhD candidate at the School of Communications, Dublin City University, where he lectures on the M.Sc in Science Communication, B.A in Journalism and B.Sc in Multimedia programmes. He was the manager on the Framework 6 funded ESConet project, and will offer training in writing for the media, radio interviews, how the media cover science, and communicating risk.

*Todor Galev* Bulgarian Academy of Sciences:

Todor is a research fellow at the Technology Studies Group, Institute of Sociology, Bulgaria ([www.sociology-bg.org](http://www.sociology-bg.org)). He obtained a Ph.D. in sociology and he is currently working on post-socialist innovation policy and technological development. In addition, he lectures courses in the field of sociology of science and economics of technical change. His interests include the issue of how to improve the use of social scientists' expert knowledge in policy decision making, and how to communicate with the general public over the internet. In this connection, he

is responsible for web-communication activities in the Bulgarian Sociological Association. Todor has been a trainer in ESConet workshops within the FP6 project, and an organiser of associated training workshops on science communication for young Bulgarian researchers. Todor will offer training on science on the web, science in dialogue, communicating to policy makers, and the social sciences for science communication.

*Ana Godinho* Science Communication and Outreach Manager, IGC, Portugal:

Ana coordinates media and external affairs for the Instituto Gulbenkian de Ciencia (IGC), in Portugal. She has several years of professional experience in communicating science with the public and with the media, through press releases and interviews. Before joining the IGC, she was science communication officer at the Institute for Stem Cell Research, Edinburgh, Scotland. Ana has a PhD in Developmental Neurobiology from the University of London and went on to do post-doctoral research at King's College London. Since 2003, Ana has organised several communication and media training workshops for scientists, in Portugal and in Edinburgh, for EuroStemCell (European Consortium for Stem Cell Research). She has also been a trainer on workshops organised by ESConet (European Science Communication Network). She has presented her work at international science communication meetings, published in science communication journals and co-authored book chapters.

*Vasilis Koulaidis* University of Peloponnese, Greece:

Vasilis is Professor of Education and Communication in the Dept. of Social and Educational Policy of the University of Peloponnese. He is also head of the module of Science Education and Communication of the Hellenic Open University. His current research interests concern the diffusion of techno-scientific knowledge (in formal and non-formal settings) including the development of relevant materials for non-experts (students and the general public) as well as representations of science and technology (including media). He has written a considerable number of books, articles and conference papers. Furthermore, prof. Vasilis Koulaidis has participated in a large number of national and European R&D projects most of which are related to science education and communication. Finally, prof. Vasilis Koulaidis leads a team responsible for the production of audio-visual materials and programmes for popularizing science and technology.

*Hans Peter Peters* Forschungszentrum Jülich, Germany:

Hans Peter is a senior researcher at Forschungszentrum Jülich, Germany, and Adjunct Professor in Science Journalism at the Free University of Berlin. After a journalism traineeship Hans Peter studied physics and social science and received his Ph.D. from the University of Bochum. He is a member of the Scientific Committee of the International Network on Public Communication of Science and Technology (PCST), the Scientific Advisory Board of the

German Committee for Disaster Reduction (DKKV), and serves on the Editorial Advisory Board of Science Communication. His research deals with the formation of public opinion on science, technology, biomedicine and the environment under the conditions of a media society. In particular, he focuses on the relationship of science and journalism. Since more than 15 years, he organises media training workshops for scientists in Germany.

*Elsa Poupardin* University Louis Pasteur, Strasbourg, France

Elsa is currently Senior Lecturer in Science Communication at the University Louis Pasteur. She has a PhD in sociology of science from the University of Paris. Elsa was manager of ES-Conet before taking up her full-time lectureship, and is an experienced science communication trainer.

*Brian Trench* Dublin City University, Ireland

Brian is a senior lecturer in the School of Communications, Dublin City University (DCU), where he teaches courses in Science and Society and Science in the Media and co-ordinates the Masters in Science Communication. He has organised and taught on numerous short courses in media skills for research scientists and other university staff. He is co-editor with M. Bucchi of Handbook of Public Communication of Science and Technology (Routledge 2008). In a 20-year career in journalism, Brian was news editor (Sunday Tribune, Dublin), chief sub-editor (Sunday Business Post, Dublin), magazine assistant editor (Hibernia, Dublin), and editor (Magill, Dublin), radio programme presenter ('Media Vox', RTE Radio 1, Dublin), and contributor on science and technology to various media, including '5-7 Live' on RTE Radio 1, Technology Ireland magazine and New Scientist. He is a former president of the Irish Science Journalists Association.

*Aleksandar Višnjevac* RBI Zagreb, Croatia

Alexandar is a research associate at the Ruđer Bošković Institute in Zagreb, Croatia, in the field of structural and bioinorganic chemistry. He has a PhD from University of Zagreb, and he was elected assistant professor in 2003. During 2005/2006 and 2008 he was a postdoc fellow at the Paris Descartes University in Paris, France. Besides Croatian, Alex speaks fluent French and English, and has an active knowledge of German and Italian language. He is author of more than one hundred articles popularizing science in leading Croatian daily, weekly and monthly magazines. From 2003 to 2005 he published the column "Science in context" in *CroatiaBiz*, Croatian monthly magazine for business and society.



## *Important information before booking*

### ELIGIBILITY

The ESConet courses are intended for researchers and scientists involved with Framework 6 and/or 7 funded research networks and projects. If a network or project wishes to send more than one participant for one or both of the ESConet courses offered, a rank order of trainees must be submitted with the booking forms. Offering training for more than one network member is subject to place available on the workshops following the deadline. Researchers and scientists who are not members of FP6 and or FP7 funded research networks may apply for the courses, though their participation will depend on the places available following the deadline for booking (April 15th). The participation of Ph.D. students will not be considered unless they are nominated by their networks, and are clearly involved in Science Communication activities.

### PREREQUISITES

In order to take Science Communication II, participants have to have attended Science Communication I, unless they can show that they have taken course modules equal to the modules offered in Science Communication I previously. Please note that issues dealt with in Science Communication I will not be dealt with in Science Communication II. It is possible to attend **both** courses in two subsequent workshops. Science Communication I will be held during workshops 1, 3, 5, 7 and 9 while Science Communication II is offered in workshops 2, 4, 6, 8 and 10. The workshops do not overlap. Past trainees who attended Science Communication I in 2009 may take Science Communication II in 2010, and if they attended Science Communication II, and wish to take Science Communication I in 2010, they are welcome to do so.

### THE WORKSHOPS

Though the detailed timetables are not yet set for our 2010 workshops, Science Communication I will begin at mid-day on the first day of the workshop, while Science Communication II will begin in the morning of the first day. Both courses end in the early afternoon on the last day of the workshop.

### ACCOMMODATION

Participants will be accommodated at the Dormitories at the Centre of Advanced Academic Studies, which is where the workshops are held. Each participant will be offered a single room, paid for by ESConet, normally for the **two nights** in connection to the workshop, if participants are going to attend both courses, the fifth night is covered. If participants wish to prolong their stay in Dubrovnik for personal reasons, it is unlikely that there will be enough beds on offer in the Dormitories at CAAS, however, Dubrovnik does offer many alternatives for accommodation elsewhere. Alternative accommodation will not be provided or arranged by ESConet.

### DEADLINES

The deadline for applying to our 2010 courses is April 15th. Applications arriving after that date will be considered depending on places available in the workshops following the deadline. The deadline for booking rooms in the Dormitories is May 15th. Please note that rooms will not be booked unless the travel arrangements have been confirmed (date, time, and flight numbers). The room booking and confirmation of travel arrangement should be communicated to the project manager by email: [k.magnusson@ucl.ac.uk](mailto:k.magnusson@ucl.ac.uk).

## BOOKING FORM

Name:

Address:

Email:

Phone:

The name of your EC FP6/7 funded network/project:

Network/project web address:

Network/project number:

Nationality:

Native language:

I wish to participate in a Science Communication I workshop

Yes/No

I wish to participate in a Science Communication II workshop\*

Yes/No

My *preferred* training dates are:

## Science Communication I

W1: 12-14 July

W3: 19-21 July

W5: 26-28 July

W7: 3-5 August

W9: 10-12 August

## Science Communication II

W2: 15-17 July

W4: 22-24 July

W6: 29-31 July

W8: 6-8 August

W10: 13-15 August

Please indicate three workshops in order of preference, or leave blank if you have complete flexibility. If you wish to take both workshops, please indicate PAIRED workshops in order of preference.

*Please fill in this form and return to:*

ESConet Trainers

Department of Science and Technology Studies

University College London

Gower Street

London WC1E 6BT

United Kingdom

Or email to: [k.magnusson@ucl.ac.uk](mailto:k.magnusson@ucl.ac.uk)

**Deadline for receipt of booking forms: 15 April 2010**

**Deadline for booking of rooms in the Dormitories: 15 May 2010**

The booking form is available for download on our website: <http://www.esconet.org>

\*) If you wish to take a Science Communication II workshop without taking a Science Communication I workshop, please indicate which modules, or their equivalent, that you have already taken:



## ESConet Trainers

**ESConet Trainers**  
**Department of Science and Technology Studies**  
**University College London**  
**Gower Street**  
**WC1E 6BT**  
**London**  
**United Kingdom**

**E-mail: [k.magnusson@ucl.ac.uk](mailto:k.magnusson@ucl.ac.uk)**  
**<http://www.esconet.org>**