

<b>Academic Year: 2019/2020</b>		
<b>Course: Science Communication</b>		
<b>Coordinator: José Luís Zêzere</b>		
<b>Teaching Staff: Maria Teresa Cabrita</b>		
<b>ECTS: 6</b>	<b>Weekly Hours: 2</b>	<b>Typology: theoretical/practical</b>
<b>Contents</b>		
1 Introduction to science communication 2 Science communication techniques and practices 3 Science communication strategies		
<b>Objectives and skills</b>		
<p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>• Raise awareness about the importance of Science Communication to society</li> <li>• Provide future professionals with fundamental skills underlying all forms of Science Communication</li> <li>• Improve writing, visualisation, oral presentation and both critical and creative thinking</li> <li>• Develop creative abilities and support production of ideas to undertake innovative and effective work in Science Communication</li> <li>• Show how to implement different Science Communication strategies according to communication needs</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>• Understand the importance of Science Communication to society</li> <li>• Obtain solid understanding of current issues related to Science Communication</li> <li>• Know and apply different techniques and practices of Science Communication</li> <li>• Be able to elaborate appropriate strategies according to communication needs, using different forms of communication techniques</li> <li>• Be able to examine, deconstruct and communicate various topics in science</li> <li>• Be competent and critical in written and oral work presentations in Science Communication</li> <li>• Competently use language and oral communication skills adequate to Science Communication</li> </ul>		
<b>References</b>		
<ul style="list-style-type: none"> <li>• Bowater L., Yeoman, K., 2013. Science Communication. A practical guide for scientists. Wiley-Blackwell, John Wiley &amp; Sons, Ltd., United Kingdom</li> <li>• Bennett, D.J., Jennings R.C., 2011. Successful Science Communication: Telling It Like It Is. (Eds.), Cambridge University Press, Cambridge</li> <li>• Montgomery, S.L., 2003. The Chicago Guide to Communicating Science. The University of Chicago Press, Ltd., Chicago</li> </ul>		
<b>Knowledge evaluation methods and their partial grades</b>		
2 individual oral presentations - 2 × 20 % 1 group oral presentation - 20 % 2 individual pieces of written work - 2 × 15 % Attendance, participation and learning progress - 10 %		

