

Societal Communication and Impact of Research on Ageing and Health course, 3 credits.

This course is offered within the context of the Swedish National Graduate School on Ageing and Health (SWEAH). It is included as one of the sets of courses in the specific SWEAH curriculum. Doctoral students affiliated with SWEAH are given precedence in the course. However, other doctoral students may take the course if there are places available.

The responsible University for this course is Örebro University. The course is a part-time distance learning course and starts 2026-10-01 and ends 2026-11-30.

Practical information

In this course, we use the learning platform Black Board Learn. The course opens in Black Board Learn, 2026-09-15. Before the start of the course, make sure you are able to log on to the platform and take part in the online course information.

How to log in to the learning platform: You will be invited to the platform when you are accepted to the course and registered.

The course will start with a ZOOM meeting for all participants on October 1st at 10AM. The aim is to create an opportunity to meet your fellow students as well as the course leaders and to pose questions that might have come up. This is particular an important step since you will be working with fellow students during the course.

In addition to online learning activities, the course includes a two-day workshop in Örebro University, October 27th to 28th. Assignments and the two-day workshop are mandatory. Communication between students and course leaders is carried out primarily through online meetings and through the learning platform.

Important things to consider in ZOOM meetings

- Check your devices: camera and microphone. Use a headset if possible.
- Choose a calm and quiet place where you can participate without interruptions.
- Check into the meeting 5 minutes before the meeting starts.
- Since this is an online course, it is nice to see who is participating. To support all participants in getting to know each other, please use camera during the meetings.

Teachers involved in the course

Professor Thomas Strandberg, Course leader and examiner Thomas.Strandberg@oru.se

Post doctor Nadya Golovchanova, Assistant course leader
Nadezhda.Golovchanova@oru.se

Professor Eleonor Kristoffersson Eleonor.Kristoffersson@oru.se

The purpose of the course

The following topics are discussed on the course:

- societal science communication of research on ageing and health and challenges related to such communication,
- different communication channels, arenas and target groups for research on ageing and health.

Content

To obtain a passing grade, the doctoral student shall demonstrate:

- the ability to communicate the doctoral student's own aging research clearly from a societal communication perspective,
- the ability to reflect on different communication channels and arenas,
- the ability to reflect on adaptation to different target groups for research on ageing and health, such as pensioners' organizations, the media, health care staff and politicians,
- the ability to reflect on the potential impact of the doctoral student's own research on aging and health.

Overall learning activities

The participants use their own dissertation projects as a basis for their work on the course. Based on their dissertation project, each participant chooses the presentation form and appropriate target group. Mandatory activities are included, e.g. discussions, presentations, written assignments and feedback to other participants.

The course includes a mandatory workshop comprising two days, with physical presence. The examination includes mandatory presentations by the doctoral students and discussions in a seminar.

Assignments

The participants are supposed to actively participate in the course, i.e. in the lectures, supervision meetings, workshops and the examination. The participants are supposed to independently work in between the meetings and teaching sessions.

During the introduction the course syllabus and the assignments will be presented in detail.

Examination and assessment

Examinations on third-cycle courses and study programmes are to be assessed according to a two-grade scale with either of the grades 'fail' or 'pass' (local regulations).

The grade shall be determined by a teacher specifically nominated by the higher education institution (the examiner for this course is Professor of Social Work Thomas Strandberg).

The course is assessed through an examination consisting of the components listed below. The individual components are not graded separately but together they provide the basis for assessment and grading.

1. Decide on the communication channel and prepare your popular science communication.
2. Participation in the workshop at Örebro University (27-28 October).
3. Prepare a written examination/reflection.

4. Present your written examination/reflection at the final examination seminar and provide peer feedback.

For examinations consisting of several examination components, the following applies:

If during the course it is concluded that a doctoral student is unable to complete a certain examination component, the examiner may set a substitute assignment provided that circumstances do not reasonably allow for the course component to be completed at a later date during the run of the course. (text from the Course syllabus).

Examination task: *Societal Communication and Impact of Research on Ageing and Health*

At the following we will communicate the examination task and assignments of the course. Please see the Timeframe – Schedule table for the relevant deadlines.

1. Decide on the communication channel and prepare your popular science communication

First, think about which communication channel is most suitable for your popular science communication. Below, four suggestions for your popular science communication channels are presented, please choose one channel.

Podcast

A podcast is an audio file that is made available on the internet, which makes it possible to listen to it on multiple platforms such as your mobile phone, computer programs or a website. A podcast usually consists of a series of episodes, and the technology makes it easy for the user to subscribe to a particular podcast. Although audio files are often referred to as podcasts, the term podcast also includes videos that are distributed in the same way.

- Prepare a podcast and record the podcast based on your research that is aimed for a specific group in the community.
- Write a summary of your podcast, including your reflections and implications for your ongoing and future research.
- Present your work at the examination seminar.

Blog

A blog's posts usually deal with a specific topic. Some blogs are topic-specific while others can deal with several different topics that are covered from different aspects. The appearance of blogs varies greatly, but one thing in common is that each post usually has a date with the most recent post at the top. The posts often have some kind of news character. Blog visitors can usually leave comments linked to each post, which are then displayed below the post.

- Prepare a blog communication that follows a chronological timeline where you are clear about what you want to communicate based on your research, and to which target group.
- Write a summary of your blog, including your reflections and implications for your ongoing and future research.
- Present your work at the examination seminar.

Popular science article

Communicating through a debate article or in a professional journal/magazine is an effective way to influence, spread knowledge or push an issue within a particular issue. It requires a clear position, factual argumentation and adaptation to the recipient.

- Prepare a popular science article based on your research. It can be an opinion article, an article for your professional journal or an article in a patient journal.
- Write your article, including your reflections and implications for your ongoing and future research.
- Present your work at the examination seminar.

An interview with an older adult

Think of how the research you are doing is relevant to older adults in Sweden. How can an older person's perspectives contribute to any stage of your research (e.g., choice of research questions, methods, writing the text, dissemination of the findings)? What biases or blind spots might a researcher have about older adults' perspectives?

- Meet with an older adult from the community and discuss your research topic. Some example questions are below, but feel free to make your own 3-5 questions:
 - Which aspects of your research do the older adult find especially important?
Less relevant?
 - What would an older adult like to know about the topic of your research?
 - Which kind of research on ageing and health in general would they like to see more of?
- Write a summary of your interview, including your reflections and implications for your ongoing and future research
- Present your work at the examination seminar.

Decide on the communication channel and perform the chosen popular science during the course. You are welcome to ask clarifying questions during the online Introduction session.

Communicate the choice of your channel to the course leaders via Blackboard by November 4 at 12AM

2. Participation in the workshop at Örebro University (27-28 October)

Schedule during the workshop at Örebro university, October 27

- 10.15 Welcome to Örebro university, N2045 (Nova Building)
- 10.30 Popular scientific communication. Workshop by the Communication department, Örebro University
- 11.30 Lecture: Translating a national knowledge-building initiative on ageing into municipal practice, some lessons learned along the way by PhD Joakim Frögren, Region Örebro
- 12.15 Lunch break
- 13.15 Lecture on popular scientific writing by science journalist, Anders Nilsson
- 15.15 Preparation of the popular science presentation for the next day
- 17.00 End of day
- 19.00 Joint dinner and networking

October 28

- 09.15 Reflections from the previous day, N2045.
- 09.30 Presentation of your own research for a panel of older people, followed by comments and feedback, approx. 15 min/presentation.
- 12.00 Lunch break
- 13.00 End of the stay at Örebro university.

3. Prepare a written reflection

When you have decided on the popular science communication channels, you need to be more concrete on the content and how to present at the final examination seminar.

- Prepare a draft manuscript, approx. 4 pages
- Introduction to the subject, field or thematical area.
- The purpose of communication and the target group.
- The core text, the content of your text, or an example of your Podcast, Blog.
- Summary, core message, implication for practitioner or for the target group.
- Over and above, for example table figures, pictures.
- References if applicable.

Submit your reflection via Blackboard before November 19 at 12AM.

4. Present your written reflection at the final examination seminar and provide peer feedback.

The draft manuscript will be discussed in the seminar groups and must be read by all participants in the group to be able to give feedback.

Examination takes place online on 26 November. We will come back with schedule and seminar groups later, when we know more about your communication channel and examination task.

Literature

- Bucchi, M. & Trench, B. (red.). (2021). *Routledge handbook of public communication of science and technology*. (Third edition). Abingdon, Oxon: Routledge. (chapters 1, 7, 9, 16).
- McCowan, T. (2018). Five perils of the impact agenda in higher education. *London Review of Education*, 16 (2): 279–295. DOI <https://doi.org/10.18546/LRE.16.2.08>
- Additional literature (articles) will be presented during the course.

Reference literature:

- Kristoffersson, E., (ed.) & Nilsson, K. (ed.) (2018). [*Successful ageing in an interdisciplinary context: popular science presentations*](#). Örebro University.
- Kristoffersson, E. (ed.) & Strandberg, T. (ed.) (2019). [*Ageing in a changing society: Interdisciplinary popular science contributions from the Newbreed research school \(1ed.\)*](#). Örebro: Örebro University.

Timeframe – Schedule

Exercise	Content	Date	Time	Place
Course start	Introduction.	1 October	10-12 AM	Online on ZOOM
Preparation of presentation	Preparation: prepare a 15-minute popular science presentation of your own research for a group of older people.	In between the course start and the workshop 1-27 October	N/A	
Lecture	According to the course book, Chapters 1, 7, 9, 16. Article by, McCowan, T. (2018).	15 October	10-12 AM	Online on ZOOM
Workshop and lecture	Day 1, teaching at Örebro University.	27 October	Start at 10.15 AM	Örebro University Room: Nova building, N2045
Workshop and lecture	Day 2, teaching at Örebro University.	28 October	Start at 9.15 AM End at 1 PM	Örebro University, Room: Nova building, N2045
Communicate the choice of your channel	Communicate the choice of your channel to the course leaders via Blackboard.	4 November	12 AM	
Supervision and Feedback	Supervision according to the chosen communication channels and ongoing work.	6 November	10-12 AM	Online on ZOOM
Submit your examination task (draft manuscript)	Prepare your examination task both oral and written. Submit on Blackboard.	19 November	12 AM	
Examination seminar	Final examination of the course assignment.	26 November	10 AM to 4 PM	Online on ZOOM
Submit your final examination	If you receive a supplement on the final examination, re-submit by this date on Blackboard.	30 November	Midnight	