

# Course guide: Research communication

Research communication, researcher's role in society, 3.5 credits

Research communication in practice, 4 credits

## Contents

Practical information: .....	1
Researcher's role in society.....	3
Research communication in practice .....	7

## Practical information:

**Course coordinator:** Magnus Boström, [magnus.bostrom@oru.se](mailto:magnus.bostrom@oru.se)

**Course administrator:** Sofia Jungmarker-Martinez, [sofia.jungmarker-martinez@oru.se](mailto:sofia.jungmarker-martinez@oru.se)

### Teachers:

Magnus Boström, Professor of Sociology, [magnus.bostrom@oru.se](mailto:magnus.bostrom@oru.se)

Linda Harradine, Research Communicator, [Linda.Harradine@oru.se](mailto:Linda.Harradine@oru.se)

Kim Khavar Fahlstedt, Senior researcher, Media and communication science, [kim.khavar-fahlstedt@oru.se](mailto:kim.khavar-fahlstedt@oru.se)

Jan Olsson, Professor of Political Science, [Jan.Olsson@oru.se](mailto:Jan.Olsson@oru.se)

Tomas Poletti Lundström, Senior researcher, History of religion, [tomas.poletti-lundstrom@oru.se](mailto:tomas.poletti-lundstrom@oru.se)

Noah Roderick, Associate Professor, Rhetoric, [Noah.Roderick@oru.se](mailto:Noah.Roderick@oru.se)

Assimakis Tseronis, Associate Professor Rhetoric, [Assimakis.Tseronis@oru.se](mailto:Assimakis.Tseronis@oru.se)

**Syllabus:** See separate document in blackboard.

### Learning outcomes:

#### *Researcher's role in society:*

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

Knowledge of:

- the role and significance of research communication for society, public debate and a non-academic audience as well as for the quality of research,
- different expectations on the role of the researcher and the need to reach a non-academic audience,
- the diversity of research communication, including problems and opportunities with different approaches and channels,

Ability to:

- develop strategies to deal with complexity, uncertainty, knowledge resistance and other dilemmas in research communication, including taking into account issues of gender and ethics.

### ***Research communication in practice***

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

Knowledge of:

- the different decisions that need to be taken when planning and integrating communication in one's own research, and
- the available choices concerning content, composition, presentation of research communication in different channels of communication.

Ability to:

- purposefully plan research communication, by specifying target groups and channels, and show how research communication can be integrated into the different parts of research practice, and
- concisely and comprehensibly communicate academic research to a wider audience using various oral, written and visual methods.

**Schedule: See below**

**Dates are tentative. Confirmation of dates and rooms will be announced later.**

**Lectures and Seminars:** While attendance of lectures is not obligatory, it is highly recommended because it will provide you with content that is relevant for the seminars and the assignments. Attendance of the seminars is obligatory. For missed seminars, there will be a compensatory assignment.

### **Course literature:**

Main literature is Massimiano Bucchi & Brian Trench (eds) (2021) *Routledge Handbook of Public Communication of Science and Technology*. Routledge. Available to read electronically via the ORU library. None of the lectures will follow this book strictly, but will draw on various chapters. It is expected that you refer to specific authors and chapters in the examination tasks. Further instructions will be given later.

Information about additional course literature is provided below in the content description for each lecture/seminar.

### **Examinations:**

In the course modules we use written assignments and mandatory/active participation at seminars. Further instructions will be given at the start of each course module.

## Researcher's role in society

### **Lecture 1: Introduction**

Date: 10 Feb, 13.15-15.00

Teacher: Magnus Boström

Campus: F133

What is science/research communication? What forms of research communications are there? What is the role of science/research communication in society? What challenges do researchers face?

Course coordinator Magnus Boström introduces the course, discusses and reflects upon above mentioned topics, and invites participants for discussion.

Literature:

Bucchi, Massimiano & Trench, Brian (2021). Introduction: Science Communication as the Social Conversation Around Science. Ch 1 in Handbook of Public communication of Science and Technology

Cassidy, Angela (2021). Communicating the social sciences and humanities: Challenges and insights for research communication. Ch 12. In Handbook of Public communication of Science and Technology.

Davies, Sarah. R. (2021). An Empirical and Conceptual Note on Science Communication's Role in Society. *Science Communication*, 43(1):116-133. doi:[10.1177/1075547020971642](https://doi.org/10.1177/1075547020971642)

### **Lecture 2: Researcher's role in society**

Date: 18 Feb, 13.15-15.00

Teacher: Tomas Poletti Lundström

Campus: F2240

Tomas Poletti Lundström will give a lecture about the dilemmas and joys of communicating research followed by personal reflections. A deeper dive into some specific areas of research communication (like popular scientific presentations, media contact, social media, and

including external actors in research projects), ethical considerations, and some advice based on personal experience.

Literature:

Horst, Maja & Davies, Sarah. R. (2021). Science communication as culture. Ch 11. In Handbook of Public communication of Science and Technology

Peters, Hans. P. (2021). Scientists as public experts. Expectations and Responsibilities. Ch 7. In Handbook of Public communication of Science and Technology

Välvirronen, Esa. (2021). Mediatization of Science and the Rise of Promotional Culture. Ch 8. In Handbook of Public communication of Science and Technology.

### **Lecture 3: How to cope with knowledge resistance**

Date: 26 Feb, 13.15-15.00

Teacher: Tomas Poletti Lundström

Campus: F133

Today we live in a complex society characterized by polarization and value conflicts. Performing and communicating research about topics like climate change, crime, healthy diets, migration, and Covid-19 are not seldom related to value conflicts, controversy, and knowledge resistance. In this lecture Tomas Poletti Lundström will touch upon: (1) Challenges and obstacles you as a researcher could meet when communicating your research to a diverse public. (2) Some possible causes of these challenges. (3) How you can work with these challenges.

Literature:

Einsiedel, Edna F. (2021). Public Participation on Science and Technology: Dialogue, Disputations and Collaborations. Ch. 15 In Handbook of Public communication of Science and Technology.

Hornsey, Matthew J. (2021). Why Facts Are Not Enough: Understanding and Managing the Motivated Rejection of Science. *Current Directions in Psychological Science*, 29(6) 583–591

Irwin, Allan (2021). Risk, Science and Public Communication: Third-order Thinking about Scientific Culture. Ch 9 In Handbook of Public communication of Science and Technology

Jylhä, K., & Stanley, S., Ojala, M., & Clarke, E. (2022). Science denial: A narrative review and recommendations for future research and practice. *European Psychologist*, <https://doi.org/10.1027/1016-9040/a000487>

### **Lecture 4: Researchers interaction with the public policy process**

Date: 3 March, 13.15-15.00

Teacher: Jan Olsson

Campus: F133

From an empirical and normative-constructive perspective, this lecture addresses researchers' interaction with the public policy process in terms of different types of input, such as problematization, critic, and advice through different channels like investigations, direct communication, and media appearances. The lecture draws on insights from literature on policy analysis and communication as well as practice-based experiences of the lecturer. Difficult choices and dilemmas in communicating research perspectives and results are addressed and discussed in relation to public values such as objectivity, neutrality, and transparency. Those choices and dilemmas are also addressed in relation to different types of researcher roles, for instance the researcher as hired or employed expert or as external university scholar.

Literature:

Cairney, Paul & Kwiatkowski, Richard. (2017). How to communicate effectively with policymakers: combine insights from psychology and policy studies. *Palgrave Communications* 3. Link: [How to communicate effectively with policymakers: combine insights from psychology and policy studies | Humanities and Social Sciences Communications \(nature.com\)](https://www.nature.com/articles/42001)

Flyvbjerg, Bent (2012). Why Mass Media Matter to Planning Research: The Case of Megaprojects. *Journal of Planning Education and Research*, vol. 32, no. 2, June 2012, pp. 169-81. Link: [PDF Why Mass Media Matter to Planning Research: The Case of Megaprojects \(researchgate.net\)](https://www.researchgate.net/publication/228111111)

Jones, Ben. (2020) Political Activism and Research Ethics. *Journal of Applied Philosophy*, Vol. 37, No. 2, May 2020. Link: [PDF Political Activism and Research Ethics \(researchgate.net\)](https://www.researchgate.net/publication/358111111)

Oliver, Kathryn & Cairney, Paul (2019) The dos and don'ts of influencing policy: a systematic review of advice to academics. *Palgrave Communications*, 5. Link: [189377068.pdf \(core.ac.uk\)](https://www.core.ac.uk/doi/pdf/10.1057/s41291-019-00000-0)

## **Lecture 5: The media landscape**

Date: 11 March, 13.15-15.00

Teacher: Kim Khavar Fahlstedt

Campus: F2240

Khavar Fahlstedt gives an overview of a rapidly changing academic landscape characterized by globalization, medialization and digitalization. Drawing on research on science communication as well as his own experiences, Kim outlines the importance of thinking about your public role as an academic. Special attention is given to your role as future researchers where you will need to communicate research in different media and to a variety of target groups with different interests and expectations and understandings of research and knowledge.

Literature:

Fahy, Declan and Lewenstein, Bruce (2021). Scientists in popular culture: The making of celebrities. Ch. 3 in *Handbook of Public communication of Science and Technology*.

Bucchi, Massimiliano & Trench, Brian (2021). Global spread of science communication: Institutions and practices across continents. Ch. 6 in Handbook of Public communication of Science and Technology.

## **Lecture 6: Rhetorical approaches**

Date: 19 March, 13.15-15.00

Teacher: Noah Roderick

Campus: F133

This lecture introduces the fundamentals of argument invention, disposition, language choice, and delivery from a rhetorical perspective. The lecture also includes rhetorical approaches to situational, audience and genre awareness.

Literature:

Bitzer, L. (1968). The rhetorical situation. *Philosophy and Rhetoric*, v. 1, 1-14.

Gross, A., Hamlin, A., Merck, B., Rubio, C., Naas, J., Savage, M. & DeSilva, M. (2019). *Technical writing*. Open Oregon Educational Resources. Chapter 14  
<https://openoregon.pressbooks.pub/technicalwriting/>

## **Seminar: Reflections on various obstacles to research communication and what to do about them**

Date: 25 March, 13.15-16.00.

Teachers: Tomas Poletti Lundström and Noah Roderick

Campus: **Not booked yet**

The aim of the seminar is partly to provide space for in-depth discussions about knowledge resistance and other barriers to research communication and what to do about them, and partly to give an opportunity to discuss and get input on the written examination.

More information about the seminar will be provided in a separate instruction that will be uploaded to Blackboard.

Sedan om skrivuppgiften:

**Deadline for submitting the written examination task: April 2nd, 2026, at 17:00.** The exam consists of a research communication statement and a reflection on its motivations and challenges. Further information about the examination task will be found in a separate instruction documented uploaded to Blackboard.

## Research communication in practice

In this module, students have the chance to acquire knowledge and skills regarding the planning and practice of research communication as it occurs both within the academic community and in society at large. Students practice these skills through a series of workshops concerning research communication in both speaking and writing.

Attendance of the seminars and participation to the practical activities is obligatory. We recommend that students read the literature in advance of each seminar and come prepared for the practical activities according to the instructions in order to benefit the most from the contents of this module. In case of absence, students will need to submit a compensatory assignment for each moment that they have missed.

### Recorded inspiration lectures

Wikipedia as a tool for science outreach: <https://www.youtube.com/watch?v=s8TKd9fxaFc>

Lecture: Olle Terenius, Uppsala universitet

DN Debatt: [https://www.youtube.com/watch?v=j\\_aMgt6l4K8](https://www.youtube.com/watch?v=j_aMgt6l4K8)

How to write a debate article

Lecture: Nils Öhman, former editor and head of the Op-Ed page DN Debatt, Dagens Nyheter

### Lecture 1: Introduction: Research communication in practice

Date: 8 April, 13.15-15.00

Teacher: Linda Harradine, Assimakis Tseronis

Campus: **Not booked yet**

This lecture introduces the second course module Research communication in practice and presents the practical and theoretical challenges when communicating research to a broader public. Assimakis presents about oral communication of research and introduces the two assignments (elevator pitch and written assignment). Linda presents the challenges when communicating research to different target groups from the perspective of the practitioners of communication.

Literature:

Andreweg, Bas, De Jong, Japp, Van Brugel, Frederique. The first minutes of conference presentations: An analysis of the opening of 16 research papers. *2010 IEEE International Professional Communication Conference, Professional Communication Conference (IPCC)*, 2010 IEEE International, [s. l.], p. 262–272, 2010. DOI 10.1109/IPCC.2010.5530018. <https://ieeexplore-ieee-org.db.ub.oru.se/document/5530018>.

Baram-Tsabari, A., & Lewenstein, B. V. (2017). Science communication training: what are we trying to teach?. *International Journal of Science Education, Part B*, 7(3), 285-300. <https://doi-org.db.ub.oru.se/10.1080/21548455.2017.1303756>

Milan, S., & Jacobs, R. (2014). *Public speaking*. BarCharts, Inc. ProQuest Ebook Central <https://ebookcentral-proquest-com.db.ub.oru.se/lib/universitetsbiblioteket-ebooks/detail.action?docID=4876952>

Storytelling in research. *Nat Biomed Eng* 2, 53 (2018). <https://doi.org/10.1038/s41551-018-0202-5>

## **Lecture 2: Planning and integrating research communication**

Date: 14 April, 13.15-15.00

Teacher: Magnus Boström

Campus: F133

Magnus will discuss the opportunities and challenges of integrating research communication in one's academic activities, relating to enabling and limiting factors in the organization and the profession. Boström will furthermore connect this topic to the challenge of reaching out to different audiences with different forms of research communication.

Literature:

Schäfer, Mike S. and Metag, Julia. (2021) Audiences of science communication between pluralization, fragmentation and polarization. Ch 16 In Handbook of Public communication of Science and Technology.

VR. The English Summary, pp. 15-19 in the report "Jag vill men hinner inte":  
<https://www.vr.se/analys/rapporter/vara-rapporter/2019-09-25-jag-vill-men-hinner-inte.html>

## **Seminar 1: Presentation of communication plan.**

Date: 23 April, 13.15-15.00

Teacher: Linda Harradine

Campus: F133

In this workshop we will work hands on with a communication plan. We will address questions about purpose of communication, target groups, message, channels and evaluation – in connection to your research.

## **Seminar 2: Pitching research ideas I**

Date: 29 April, 13.15-15.00

Teacher: Linda Harradine, Assimakis Tseronis

Campus: **Not booked yet**

Students practice with the elevator pitch for the first time and receive feedback from the teachers. Instructions will be communicated at the beginning of the module.

## **Lecture 3 and Seminar 3:**

Date 5 May, 13.15-16.00

Teacher: Assimakis Tseronis, Linda Harradine

Campus: F133



Lecture: The role of images in research communication

Seminar: Students will make an elevator pitch again using feedback from the first seminar.

#### **Lecture 4 and Workshop: Communicating research in writing**

Date: 13 May, 13.15-15.00

Teacher: Assimakis Tseronis, Linda Harradine

Campus: **Not booked yet**

How do we write a popular science article? Assimakis gives a short lecture about written communication and argumentation and structure of debate articles. In preparation, course participants should have already started thinking about the idea that they want to write their article about. Instructions will be provided at the introductory lecture of this module.

Literature:

Baram-Tsabari, A., & Lewenstein, B. V. (2013). An instrument for assessing scientists' written skills in public communication of science. *Science Communication*, 35(1), 56-85. <https://doi-org.db.ub.oru.se/10.1177/1075547012440634>

Ceccarelli, L. (2011). Manufactured scientific controversy: Science, rhetoric, and public debate. *Rhetoric & Public Affairs*, 14(2), 195-228. <https://web-s-ebsohost-com.db.ub.oru.se/ehost/pdfviewer/pdfviewer?vid=0&sid=44a0dc95-d693-45ae-b818-c1c3c864b72d%40redis>

Eliasson, Per-Olof (2021). Undvik de här fällorna om du vill få publicitet. Universitetslärares, 2 juni, 2021. <https://universitetslararen.se/2021/06/02/undvik-de-har-fallorna-om-du-vill-fa-publicitet/>

Fahnestock, J. (2020). Rhetorical Citizenship and the Science of Science Communication. *Argumentation* 34, 371–387. <https://doi.org/10.1007/s10503-019-09499-7>

#### **Seminar 4: Writing lab**

Date: 21 May, 13.15-15.00

Teachers: Linda Harradine, Assimakis Tseronis

Campus: F133

Students come with a draft of their article and discuss with each other and the teachers about the challenges they found and receive feedback in order to improve their text for the final submission.

**Deadline** for submitting written examination task: **Friday 29 May**