KFI kurzustematika/RDI course thematic

<table>
<tr><td rowspan="5">1. Alapadatok/Basic data</td><td colspan="5">Kurzus neve / Name of the course:
Visual science dissemination and communication as a collaborative model</td></tr>
<tr><td colspan="5">A kurzus oktatója, elérhetősége: /Teacher(s) and their contact information:
Ágota Végső, agotavegso@gmail.com, 06705463488
Guest teachers are currently under arrangement.</td></tr>
<tr><td>Kód/Code:

B-KF-401-MI-212202-02
M-KF-301-MI-212202-02</td><td>Tantervi hely/ Position in the curriculum:</td><td>Javasolt félév/Suggested semester:</td><td>Kredit/Credit: 5</td><td>Tanóraszám/Number of lessons: 48

Egyéni hallgatói munkaóra/Individual student work hours: 102</td></tr>
<tr><td>Kapcsolt kódok/ Related codes:</td><td>Típus/Type: (szeminárium/előadás/gyakorlat/konzultáció stb.)

Theoretical lectures and practical individual and group work, consultations.</td><td>Szab.vál-ként felvehető-e?/ Is it optional?

Nem / No.</td><td colspan="2">Szab.vál. esetén sajátos előfeltételek/ Special prerequisites in case of optional:

Departments and units that optionally participate in the course:

Media Institute

ONLINE!</td></tr>
<tr><td colspan="5">A kurzus kapcsolatai (előfeltételek, párhuzamosságok)/ Course connections (prerequisites, parallels):

There are no subject prerequisites for this course.</td></tr>
<tr><td>2. Célmeghatározás</td><td colspan="5">A kurzus előzménye/ Antecedent of the course:

In the framework of my Ph.D. research about the importance of collaboration between science researchers and visual storytellers in collaboration with the NOVA University of Lisbon (NOVA FCSH), The Animation Workshop/VIA UC and Aalborg University we are creating training and collaboration opportunities for researchers and visual storytellers to meet and develop an interdisciplinary method to co-create together. This investigation aims to establish the equal role of the scientific and visual mind in the development process and to give both parties new skills to establish an effective digital science communication.

A kurzus célja és alapelvei/The aim and principles of the course:

The aim of the course is to develop the research planning skills of the students and make them aware of certain methods and strategies that they can use in their innovative</td></tr>
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s/ G o al se tti n g	processes. The course put great emphasis on collaboration and how it can develop communication and presentations skills that allow the student to experience knowledge sharing and analyzing scientific topics from a new angle.
	Tanulási eredmények (fejlesztendő szakmai és általános kompetenciák)/ Learning outcomes (professional and general competencies to be developed): Tudás/Knowledge: - Practical usage of communication strategies - Better understanding of scientific research methods and its correlation to artistic research methods - Learning about scientific visual storytelling possibilities and potential collaboration building in the industry - Creating awareness of new media platforms and usage Képesség/Skills: - Students will be able to structure their ideas and messages - Choosing the right communication form to convey scientific information and research outcomes - Individual and group work practice - Ability to collaborate with others from different fields - Empathic and integrative collaboration planning skill development - Routine in presentation practice at different development stages of a collaboration/project - Using knowledge of their own fields in scientific visual dissemination - Integrating new skills into long term practice routine <u>Attitűd/Attitude:</u> - Ability to look at the same development process from different view points - Practicing the importance of patience, empathy and openness by developing a common understanding in a collaboration - Recognizing the benefits of each collaborative process <u>Autonómia és felelősségvállalás/ Autonomy and responsibility:</u> - Develop an understanding to build trust by communication in collaboration - Constant reflection on accountability and validity in a scientific collaboration - socially, culturally sensitive project planning
3. Ú	A kurzus keretében feldolgozandó témakörök, témák/Topics to be processed within the course: - Basic communication strategies

tv o n al / P at h w a y	- Sci-Vi Principles [1] and their practical aims - Scientific research methods and their common sections with art project development and artistic research methods - Presentation techniques and preparation for pitch session - Visual storytelling - Project planning strategies
	A kurzus során alkalmazott KFI módszerek, eszközök/ RDI methods and tools used during the course: Development of data collection, analysis and evaluation methods, concept development and presentation skills. The course will introduce practice based research methods. The students will create innovative science dissemination plans, meeting researchers and practitioners to analyze their methods and learn collaboration methods with the other students to gain feedback and support from the group. They will practice communication and presentation strategies.
	Tanulásszervezés/folyamatszervezés sajátosságai: The students will be introduced to the research methods and processes by showing their common nature with artistic development processes and artistic research. They will listen to presentations about practice-based researches and collaborative projects with scientist educators and research institutions. To gain a better skill set to participate in collaborations they will be introduced to communication methods through short presentations and group work. They will fine tune their storytelling skills to convey scientific research processes and results in an effective visual way. By the end of the course, they should develop the understanding to build mutual trust in a collaborative process by well-structured and thoughtful communication and the usage of a set of guiding principles. Day 1 - Introduction to scientific research dissemination in academia Day 2 - Sci-Vi methods and visual storytelling Day 3 - Communication theories Day4 - Pitch training - Mini Pitch Practice Day 5 - Topic selection and group work Day 6 - Artistic Research methods in science animation Day 7 - Matchmaking with research scientists

[1] Vistisen, P (2021) Science Visualization: Guiding Principles for the Motion Design of Scientific Disseminations. Proceedings of MODE21. Routledge.

	Day 8 - Project development consultations Day 9 - Group and Individual consultations Day 10 - Pitch day Student activities and tasks: The students will listen presentation and participate in workshop activities. They will need to work on a personal project about science visualization that must be presented at the end of the course. Location of the course: Online. Last class can be presential with the presentations and feedback session with the guest teachers.
4. Értékelés / Evaluation	Evaluation: Performance at class activities 30% - Being actively present, participating in debate, the willingness of sharing opinions Performance at Group work 20% - the willingness of listening and understanding the other group mates, participation activity and efficacy, encouraging a welcoming atmosphere Quality of personal project 30%, introducing new and creative ideas, including the gained new knowledge, fulfilling technical requirements Performance on the Pitch day 20%, showing constant development process, quality of the presentation structure, understanding basic rhetoric skills, availability to accept advice and criticism
	Máshol/korábban szerzett tudás elismerése/ validációs elv: – *teljeskörű beszámítás/elismerés lehetséges* – *részleges beszámítás/elismerés lehetséges* – *nincs lehetőség elismerésre/beszámításra*
	Syllabus:
	Aikenhead, G. S. (2001). "Science Communication with the Public: A Cross- Cultural Event". Science C munication in Theory and Practice. Springer. pp. 23–45

	Priest, Susanna Hornig (2009) "Reinterpreting the audiences for media messages about science", in Rich-ard Holliman et al. (eds), Investigating Science Communication in the Information Age: Implications for Pub-lic Engagement and Popular Media. Oxford University Press, 223–236.		13	1
	Vistisen, P. (2016). Sketching with animation (1 udg.) Aalborg Universitetsforlag. Chapter 3 & 4 (35-74)		39	1
	Vistisen, P (2021) Science Visualization: Guiding Principles for the Motion Design of Scientific Disseminations. Proceedings of MODE21. Routledge.		9	1
	Riedlinger, M., Metcalfe, J., Baram-Tsabari, A., Entradas, M., Joubert, M. and Massarani, L. (2019). 'Telling stories to build collaboration between science communication scholars and practitioners'. *JCOM* 18 (05), N01. https://doi.org/ 10.22323/2.18050801		14	2
	Holliman, R. (2011). 'Telling science stories in an evolving digital media ecosystem: from communication to conversation and confrontation'. *JCOM* 10 (04), C04. https://doi.org/10.22323/2.10040304.		4	
	ElShafie, S. J. (2018). 'Making science meaningful for broad audiences through stories'. *Integrative and Comparative Biology* 58 (6), pp. 1213–1223. https:// doi.org/10.1093/icb/icy103.		10	2
	Dahlstrom, M. F. (2014). 'Using narratives and storytelling to communicate science with nonexpert audiences'. *Proceedings of the National Academy of Sciences* 111 (Supplement 4), pp. 13614–13620.		6	2
	Buhl, M. (2018). The role of visualizations for digital learning designs in collaborative group work. I A. Andreatos, C. Sgouropoulou, & K. Ntalianis (red.), Proceedings of the 17th European Conference on e-learning ECEL 2018 (s. 68-73). Academic Conferences and Publishing International.		5	1
	Joubert, M. Davis L. and Metcalfe, J. (2019). 'Storytelling: the soul of science communication'. *JCOM* 18 (05), E. https://doi.org/10.22323/2.18050501.		5	1
	Finkler, W. and León, B. (2019). 'The power of storytelling and video: a visual rhetoric for science communication'. *JCOM* 18 (05), A02. https://doi.org/ 10.22323/2.18050202.		23	1
	Regenberg, A.C., Schall, T.E. Outreach and Engagement: Evolving Media and the Public Obligations of Stem Cell Science. Curr Stem Cell Rep 1, 219–226 (2015). https://doi.org/10.1007/s40778-015-0023-3		7	3

	Egyéb információk/Other informations:
	Tanórán kívüli konzultációs időpontok és helyszín/ Out-of-class consultation dates and locations: The teachers will be available by email to help the students' progress.