



STUDENT AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Science, The Public and Media				
Module Code	USSJM3-30-M	Level	M	Version	4
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No
Owning Faculty	Health and Life Sciences	Field	Applied Sciences		
Department	Applied Sciences	Module Type	Standard		
Contributes towards	MSc Science Communication				
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	None	

Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> Analyse the opportunities and constraints of a variety of traditional and emerging approaches to science communication (A1, B2) Critique the different social, technological and cultural factors that influence audience engagement with science (B2) Apply conceptualisations of the public to the communication of science (A1, B1, B2) Devise appropriate evaluation strategies matched to types of communication initiative (A1) Create a science communication intervention grounded in appropriate theory and justify this approach (A1)
Syllabus Outline	<p>This module explores traditional and emerging routes through which the public encounter science and technology, including science centres and museums, print and broadcast media and digital technologies. Through the use of case studies, students will become acquainted with the wide range of approaches used by science communicators proactively seeking to engage the public with science as well as media where the public may unexpectedly encounter science and technology. Students will also explore the methodologies that can be used to evaluate the effectiveness of science communication initiatives.</p> <p>The concept of the public will be returned to in this module with a view to understanding current conceptualisations of 'public' audiences (e.g. RCUK data on publics for science). Issues of attracting audiences as well as current dilemmas surrounding the fragmentation of publics will be examined. Linked to this, the module will explore emerging opportunities to communicate science via the Internet and digital technologies, and consideration given to how tools, such as social media, can be used to increase awareness and engagement with more traditional science communication</p>

	<p>formats.</p> <p>The ways that science is represented in a variety of different traditional and newer media will be investigated with a view to exploring the differences in the media themselves (for example, how the media link to the socio-cultural pyramid), their strengths and weaknesses, and the role of the public, as both media consumers and creators.</p>
<p>Contact Hours</p>	<p>Face to face teaching on Science, the Public and Media is delivered in three separate short intense engagements, typically lasting three days. These 3-day blocks comprise a mix of lectures, seminars, workshops and field trips. The standard teaching day on the module is 9.30 – 16.30. Additional directed study/preparation (independent and group) is required in the ‘free’ time and evenings during block teaching to complete ‘twilight’ tasks and prepare for taught workshops held later in the block. This is in addition to independent and directed study between teaching blocks.</p> <p>Synchronous or asynchronous group work organised in the student’s own time will be required to support assessed work. These collaborations with other students will have specific opportunities for feedback from academic tutors, through submission of assignments for formative feedback. In addition, at least one independent study task will be provided where students can submit work for formative feedback from academic staff.</p> <p>Together these activities comprise approximately 80 hours contact time.</p> <p>Approximately a further 220 hours of independent and directed study time are required for this module. This comprises directed reading or other study provided through the online virtual learning environment, as well as independent and group study required to complete the Presentation of a Science Communication Intervention and Report assessments.</p>
<p>Teaching and Learning Methods</p>	<p>Scheduled learning on this module occurs in three block teaching sessions. During the intensive teaching sessions, material will be delivered using a mixture of lecture, seminar and workshop sessions as well as field trips/visits as appropriate to the content being discussed. Additional practical preparation and directed study is required during the intensive teaching block to support learning and participation in class.</p> <p>Scheduled teaching sessions emphasise discussion, exploring the motivations of individuals and organisations that engage in science communication activity and analysing examples of both good and bad practice through examination of case studies.</p> <p>Independent Learning is required to support the intensive teaching periods. Guided and independent reading will provide a suitable background on the subject and enable students to examine theoretical concepts in detail.</p>
<p>Key Information Sets Information</p>	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p>

Key Information Set - Module data				
Number of credits for this module				30
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
300	80	220	0	300

The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, In-class test

Coursework: Written assignment or essay, report, dissertation, portfolio, project

Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:	
Written exam assessment percentage	0%
Coursework assessment percentage	50%
Practical exam assessment percentage	50%
	100%

Reading Strategy

You will receive specified reading to prepare you for each block. In most cases, access will be provided via the module virtual learning environment or the UWE library. You will be given regular handouts and other materials in class, and further supporting information (including a full reference lists) will be provided via UWEonline, however you will be expected to develop and then make use of your information gathering skills in order to meet the learning expectations described earlier, through your own independent reading.

Indicative Reading List

Indicative reading list

- Allan, S. (2002) *Media, Risk and Science*. Buckingham. Open University Press.
- Black, G. (2005) *The engaging museum: developing museums for visitor involvement*. Abingdon, Routledge.
- Bowater, L. and Yeoman, K. (2013) *Science Communication: A Practical Guide for Scientists*. Wiley-Blackwell: Chichester.
- Bucchi, M (1998) *Science and the Media: Alternative routes in scientific communication*, London: Routledge
- Bucchi, M. and Trench, B. (eds) (2008) *Handbook of Public Communication of Science and Technology*. Oxon: Routledge
- Caulton, T. (1998) *Hands on Exhibitions*. London: Routledge
- Holliman, R., Whitelegg, E., Scanlon, E. Smidt, S. and Thomas, J. (2009) *Investigating Science Communication in the Information Age*. Oxford: Oxford University Press.
- Holliman, R., Thomas, J. Smidt, S. Scanlon, E., and Whitelegg, E. (2008) *Practising Science Communication in the Information Age: Theorising Professional Practices*. Oxford: Oxford University Press.
- Katz, J.E., LeBar, W., Lynch, E. (2011). *Creativity and Technology: social media,*

mobiles and museums. Edinburgh: Museums ETC,
 Nelkin, D. (1995) *Selling Science: How the press cover science and technology*. New York: Freeman
 Schiele, B., Claessens, M., and Shunke, S. (eds) (2012) *Science Communication in the world: practices, theories and trends*. Dusseldorf: Springer Verlag
 Weaver, S. (2007). *Creating great visitor experiences: a guide for museums, parks, zoos, gardens and libraries*. Left Coast, Walnut Creek Calif.
 Wilkinson, C. and Weitkamp, E. (2016) *Creative Research Communication*. Manchester University Press, Manchester.

Part 3: Assessment

Assessment Strategy	<p>Strategy:</p> <p>Assessment on Science, the Public and Media is assessed through three assignments, a group presentation, a reflection on group roles plus annotated bibliography and an individual report.</p> <p>Assessment A1: group presentation (20 minutes) and reflective critique is designed to assess the following learning outcomes for the module:</p> <ul style="list-style-type: none"> • Apply conceptualisations of the public to the communication of science • Create a science communication intervention grounded in appropriate theory and justify this approach • Devise appropriate evaluation strategies matched to types of communication initiative <p>Reflection on group role plus annotated bibliography is designed to develop professional skills related to critiquing your own work as well as allowing students to demonstrate their personal learning in relation to science communication theory.</p> <p>Assessment B1 is to produce a report on a specific type of science communication intervention (3000 words). This might take the form of a media analysis or analysis of digital content and is designed to assess the following learning outcomes:</p> <ul style="list-style-type: none"> • Analyse the opportunities and constraints of a variety of traditional and emerging approaches to science communication • Critique the different social, technological and cultural factors that influence audience engagement with science • Apply conceptualisations of the public to the communication of science <p>Inclusion of an oral presentation and written assignment provides variety of assessment types on this module and contributes to the diversity of assessments on the programme as a whole. The inclusion of group work encourages students to develop their team work skills, contributing to a programme learning outcome. Presentation marks will be allocated equally to all members of the group; individual marks will be allocated to the self-reflective statement. Combining this with an individual assignment ensures students must demonstrate their abilities.</p>
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Identify final assessment component and element	Component B	
% weighting between components A and B (Standard modules only)	A: 50	B: 50

First Sit	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Group Presentation (20 minutes), Reflective Statement plus annotated bibliography	100
Component B Description of each element	Element weighting (as % of component)
1. Report (3000 words)	100

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Individual presentation, reflection and annotated bibliography	100
Component B Description of each element	Element weighting (as % of component)
1. Report (3000 words)	100
<p>If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.</p>	

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First CAP Approval Date	2/2/2016			
Revision CAP Approval Date	20 July 2017	Version	4	RIA 12391