Writing Global Health: A Virtual Workshop Series

Schreibzentrum, LMU Munich
Academic Writing Center, CentraleSupélec Université Paris-Saclay

November 9 - December 11, 2020

Coordinators

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Introduction

Writing Global Health is a virtual workshop series that aims to narrate, communicate and disseminate global health science and research on a global scale. We build this scale with our workshop participants through both a sensitization towards multiple modes and media and a critical assessment of what works, when and where. Drawing on research and scientific exchanges within the EUGLOH European University project, we ground these workshops in the core literary traditions of storytelling and creative writing, while extending these ideas into the realm of scientific popularization. We welcome projects of all sizes and ambitions, as we explore possibilities of communicating your work within EUGLOH (and your individual research on global health) to a broader public.

Objectives

The goal is to enable students to create informative material in various forms and for different media and to give them the skills to assess the potential of this material and to disseminate information about a project in different forms on appropriate channels.

Structure

The workshop is structured in the following phases:

Phase 1: Preparatory Phase: Check-in-Session: login, explore the platforms [Zoom and Moodle]

Phase 2: Kick-off Meeting: online plenary session followed by breakout sessions in smaller groups,
- Online collaborative space
- Who am I as a scientific writer? (input + 1-minute individual writing task)
- Who is my audience? (word cloud + discussion/input)
- What is scientific storytelling? (input)
- The role of style in writing, from 'word dropping' to making meaning (input)

Phase 3: Popularization exercise: Explain your current research (or if you do not have any project: explain some content of a lecture/course you took) to a six-year-old in max. two minutes. (audio/video recording) + compare your explanation individually with your writing / your course material.

Phase 4: Choose one individual and one group format (individual online work, peer feedback (from your fellow students and our tutors), refine your work, hand it in and get overall feedback on it)

      4.1 (individual) Press Release / Social Media
      4.2 (individual) Creative text (Haiku, Poem, Short story)
      4.3 (in small groups) Podcast / Interview
      4.4 (in small groups) Flyer

Phase 5: Online vernissage of each one's favorite creative work generated in Phase 4 on Zoom (5 minutes per person or group)

Phase 6: Develop a dissemination strategy and put your videos, podcasts, flyers, press releases, social media posts online (with a schedule)

Phase 7: Test-drive these skills in your real lives: pitch your next (fictive or real) research question to each other in pairs! Discuss (with the help of a tutor) in the forum how these exercises furthered your academic and non-academic writing and presentation skills!

Phase 8: Evaluate the course and feedback. [Evaluation via an online questionnaire].

Workflow

Date	Time	Phase	Students' preparation	Students' and Teachers' presence
October 30		Registration ends		
Nov 09	14-15	**1: Preparatory Phase** (online, group) Introduction		0,5h
Nov 12	14-18	**2: Kick-off Meeting** (online video conference, small groups)		4h
Nov 16	14-15	**3: Who is my audience?** Game (random 10 ppl: 30 sec talk / what does the group remember?) Group people for next weeks	0,5h 0,5h	1h
		4: Individual online work plus handing in and feedback on it (Students choose one individual and one group format)		
Nov 19 Nov 23 Nov 25	14-15	4.1 (individual) Press Release / Social Media Hand in draft Get feedback on draft	4h 2h	1h

Nov 19 Nov 23 Nov 25	14-15	4.2 (individual) Creative text Hand in draft Get feedback on draft	4h 2h	1h
Nov 26 Nov 30 Dec 03	14-15	4.3 (in small groups) Flyer Hand in draft Get feedback on draft	4h 2h	1h
Nov 26 Nov 30 Dec 03	14-15	4.4 (in small groups) Podcast / Interview Hand in draft Get feedback on draft	4h 2h	1h
Dec 07	11-13 14-17	**5: Online presentation of favorite element**	1h	5h
From Dec 10	14-15 (incl. below)	**6: Dissemination: go online**	0,5h	0,5h
Dec 10	14-16	**7: Application of new skills**		1h
Around Dec 11		**8: Evaluation**	0,5h	
		Total hours	14,5h	15,5h

As students' workload amounts to 30h they would be applicable to **1 ECTS**.

I order to receive **3 ECTS** students continue to compile material after the end of the course.

If students chose to do a press-release (4.1) in the individual task, they will have to do the creative text assignment (4.2), if they chosethe creative text (4.2), they will have to do a press-release (4.1)

If students worked in a group creating a podcast (4.4), they will have to compile a flyer (4.3) individually, if students worked in a group creating a flyer (4.3), they will have to compile a podcast (4.4) individually.

Additionally, students who want to fulfill a workload adding up to 3 ECTS will need to reflect on the whole process and write a report on what they learned, how they compiled their work and how they will implement the skills gained during the course in the future.