**COURSE OUTLINE**

1. **GENERAL**

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| **SCHOOL** | HEALTH SCIENCES |
| **ACADEMIC UNIT** | DEPARTMENT OF BIOLOGICAL APPLICATIONS AND TECHNOLOGY |
| **LEVEL OF STUDIES** | undergraduate |
| **COURSE CODE** | **BEE820** | **SEMESTER** | **8th**  |
| **COURSE TITLE** | Biology and Scientific Communication |
| **INDEPENDENT TEACHING ACTIVITIES** *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits* | **WEEKLY TEACHING HOURS** | **CREDITS** |
| Lectures | 2 | 4 |
| Practicals | 1 |  |
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| *Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).* |  |  |
| **COURSE TYPE***general background, special background, specialised general knowledge, skills development* | specialized background, skills development |
| **PREREQUISITE COURSES:** | Maximum 30 students. Details on ecourse. |
| **LANGUAGE OF INSTRUCTION and EXAMINATIONS:** | English |
| **IS THE COURSE OFFERED TO ERASMUS STUDENTS** | Yes  |
| **COURSE WEBSITE (URL)** | <http://ecourse.uoi.gr/> link |

1. **LEARNING OUTCOMES**

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| **Learning outcomes** |
| *The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.**Consult Appendix A* * *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
* *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
* *Guidelines for writing Learning Outcomes*
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| The goal of biologists is to contribute to a better understanding of nature, life and health. In order to find solutions to global problems, scientists must communicate their research with precision to peers and to the non-scientific community. Moreover, communication is not only limited to writing scientific papers and delivering oral presentations, it is a resourceful tool that will directly impact one’s future career development. Despite all these reasons, scientists are not fully capable to communicate science and promote themselves during their early career years. This course aims at helping students understand the basic scientific communication strategies, including: drafting scientific papers, abstracts, short reports; structuring oral presentations and posters, how to participate in conferences, writing grant applications and finally how to write a curriculum vitae. The course is highly interactive and students are expected to actively participate with mainly written and oral presentations. The language will be English and the main topic will be Biological Sciences. |
| **General Competences**  |
| *Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?* |
| *Search for, analysis and synthesis of data and information, with the use of the necessary technology* *Adapting to new situations* *Decision-making* *Working independently* *Team work**Working in an international environment* *Working in an interdisciplinary environment* *Production of new research ideas*  | *Project planning and management* *Respect for difference and multiculturalism* *Respect for the natural environment* *Showing social, professional and ethical responsibility and sensitivity to gender issues* *Criticism and self-criticism* *Production of free, creative and inductive thinking**……**Others…**…….* |
| * Search for, analysis and synthesis of data and information, with the use of the necessary technology
* Working independently
* Working in an international environment
* Project planning and management
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1. **SYLLABUS**

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| Course chapters1) How do scientists communicate?This chapter will help the student to understand different communication strategies and to learn effective communication.2) Scientific papers and other scientific documentsEfficient drafting of papers, abstracts and short reports by careful selection and organisation of the content.3) Oral presentationsThe student will learn how to select and organise the content of an oral presentation, how to make slides that will support the presentation. Tips to answer questions and to handle the audience.4) How to participate in conferencesThe student will learn the different ways to interact with peers in a scientific conference. They will practice poster presentation, chair a speaker session or a discussion panel.5) Introduce yourselfThe students will learn how to write a cover letter and a curriculum vitae for a specific job. In this chapter they will also learn how to introduce their expertise on a grant application to create an attractive research plan for reviewers.  |

1. **TEACHING and LEARNING METHODS - EVALUATION**

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| **DELIVERY***Face-to-face, Distance learning, etc.* | *Face-to-face* |
| **USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY** *Use of ICT in teaching, laboratory education, communication with students* | Use of PowerPoint softwareCourse information available on the electronic platform e-courseAnnouncements on the course websiteCommunication through e-mail correspondence |
| **TEACHING METHODS***The manner and methods of teaching are described in detail.**Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.**The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS* |

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| ***Activity*** | ***Semester workload*** |
| Lectures | 26 |
| Oral presentation | 1 |
| Practicals | 13 |
| Study hours | 52 |
| Course total | 92 |
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| **STUDENT PERFORMANCE EVALUATION***Description of the evaluation procedure**Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other**Specifically-defined evaluation criteria are given, and if and where they are accessible to students.* | Students are evaluated during the semester through written and oral exercises / presentations (35%).For the final evaluation (65% of final score), the student will select a strategy to communicate a specific given topic to an audience, which will be formed by other students, academic staff and possibly general audience. The evaluation will be based on the feedback from their peers. The criteria to evaluate the work will be explained to the audience to ensure a fair and objective feedback. More details on the evaluation can be found on ecourse.Written exam and Oral presentation will be performed in English. |

1. **ATTACHED BIBLIOGRAPHY**

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| 1. Selected bibliography: articles and review papers accessible on the web.2. Educative websites |