Translating Your Science
Panel and Workshop
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**CONTEXT**
In 2017, I attended Climate Science Day sponsored by the AAAS and found that scientists struggle with:

- Using jargon in the way they discuss science
- Using words like “positive” and "significant" that mean different things to the public.
- Not understanding the background of the audience they are speaking to.

To help build science communication, I invited 4 science communication specialists to have a panel discussion on science communication and a developed a workshop on elevator pitches.

**PANEL and WORKSHOP**

**Part 1: Panel Discussion: How to “Translate Your Science” in political charged environments, panel discussion was tweeted live #TYSScience2019**

Panelists: Maya Wildgoose (GK-12 Science Educator), Zack Valdez (AAAS Fellowship), Faith Kearns (UC Water Institute), and Andy Fell (UC Science Communication)

**Part 2: Workshop: effective ways to give elevator pitches**

LEFT: Panelists discussing effective ways to communicate science (Part 1). RIGHT: Break out groups discussing and practicing their elevator pitches (Part 2).

**SAMPLE OF TOPICS COVERED**
- Audiences and communities and their goals
- Places to have hard conversations and skills to have those conversations
- Words that are hard to digest by different communities
- The role of social media in science communication

**PARTICIPANT DEMOGRAPHICS AND FEEDBACK**

- I really liked the diversity of opinions on the panel! It seemed like there was no one correct answer for any question, and it really depends on your context. That was something I appreciated that I haven’t always seen in panels.
- Getting general ideas on how to start communicating your own science
- Really good set-up, I liked the panel and then the break out group organization. They were different enough that it didn’t seem redundant, and we were able to hear from professionals with diverse backgrounds. The panel was casual enough that people in the audience felt comfortable asking questions, yet it was all taken seriously and each of the panelists had a chance to provide their opinions on each question.
- Good variety of speakers from different career backgrounds and good questions
- The diverse backgrounds
- Excellent questions
- Variety of perspectives.

**ELEVATOR PITCH GUIDES**

Under-two minutes: You have two minutes. Keep it short, and…go!

**Introduction**– Necessary if you are the one making the introduction.

**One-liner**

Reel ‘em in– What is the major question/problem you study? What was your motivation (e.g. I noticed X but no one was looking at it…).

**What are you doing?**– How are you answering this question? For example, you could describe your use of field surveys, experiments or modelling.

**And?**– What have you found? What’s next?

**Why does this matter?** Don’t think of it as a justification for your science. Think of it as an opportunity to show others the value of science.

**POTENTIAL NEXT STEPS**

- Offer the same workshop and panel discussion next year with a more focused panel discussion.
- Create a regular space for students to practice their elevator pitches
- Create incentive for students to practice elevator pitches to GK-12 audiences or other audiences.

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