

Beating Infections Without Jargon

Run by: Craig Dolder and Nikhil Mistry

Many thanks to:

PER

NAMRIP

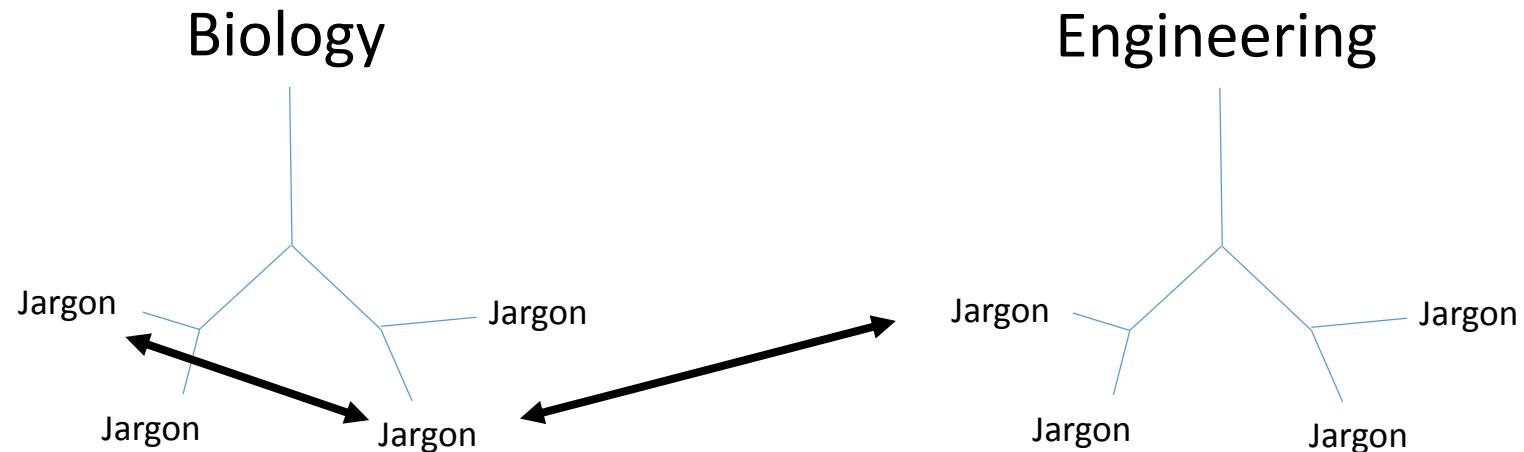
www.soton.ac.uk/



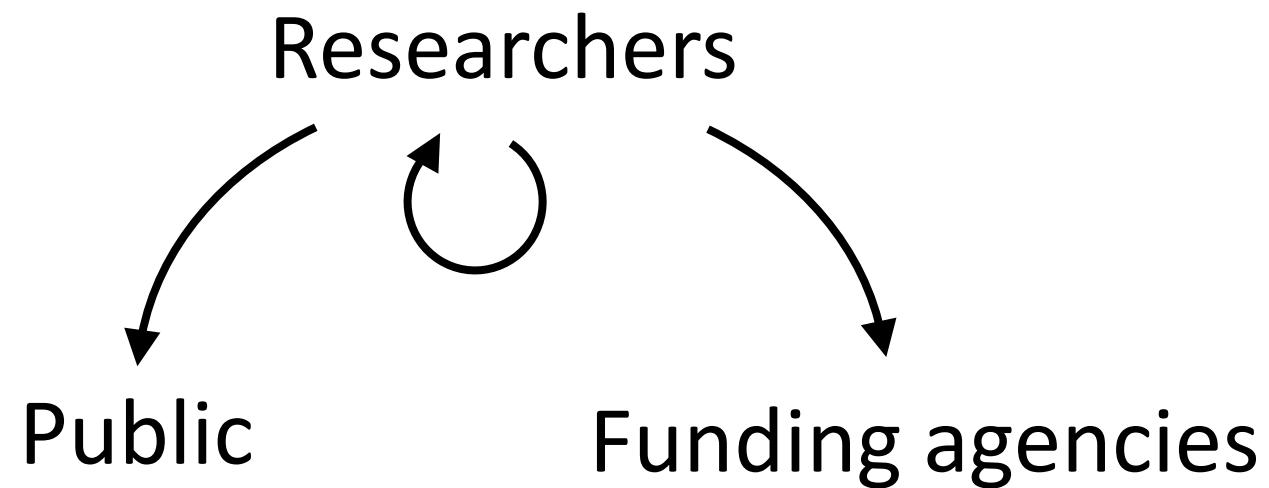
EPSRC

Engineering and Physical Sciences
Research Council

Specialization vs Interdisciplinary Research



Increase quality of communication between:



The elevator pitch

You have 30 seconds to explain the following to a person with no specialized knowledge about your research:

- What you do?
- Who do you do it for?
- Why do you do it?
- What results do you deliver?
- Both what you do and why the listener should care.

This can be done:

- Without “dumbing down” your research
- Making you look stupid

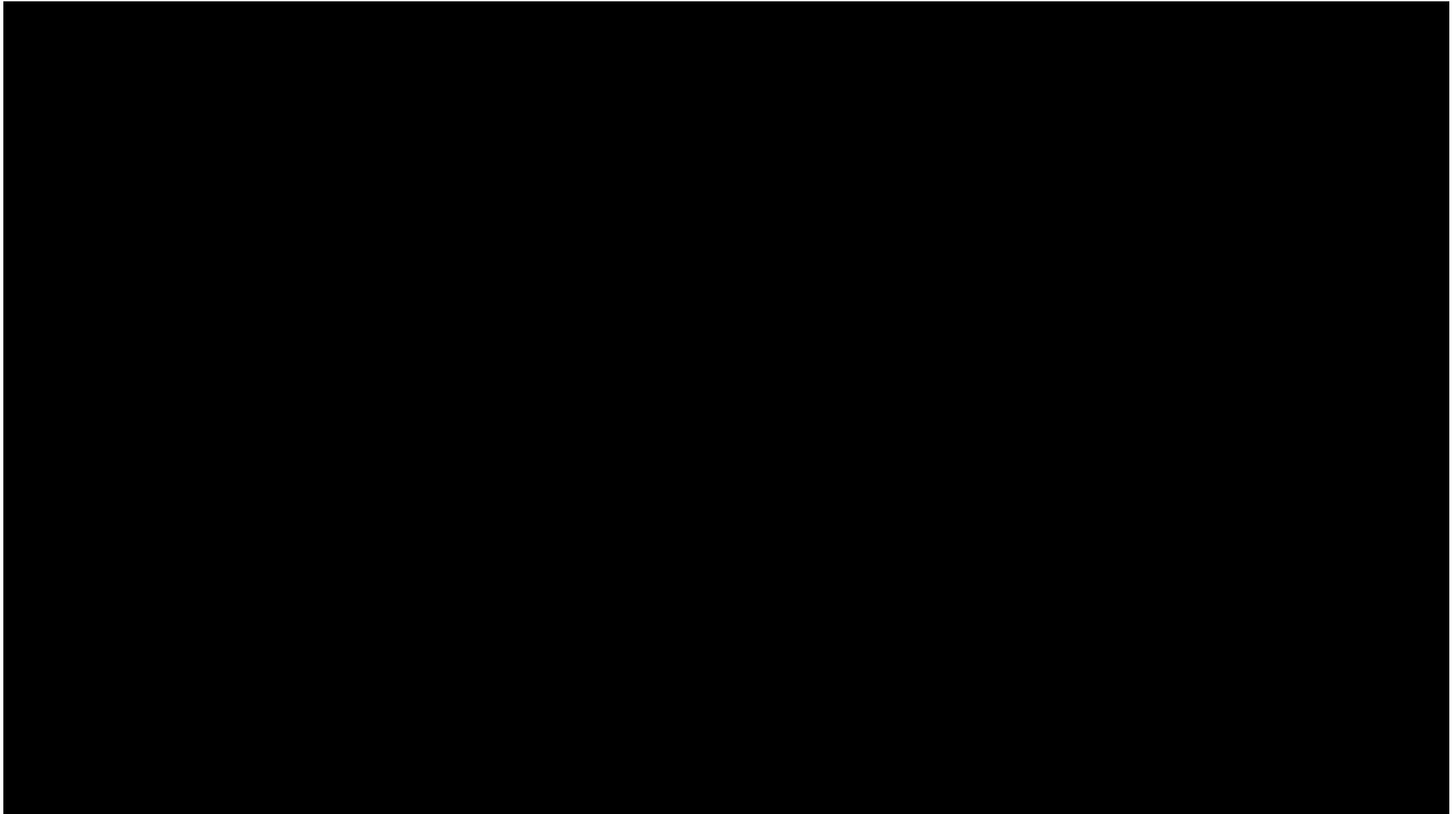
This allows you to:

- Reach a wider audience
- Transmit your message more clearly

Accomplishments

- Held three elevator pitch training sessions for NAMRIP.
 - Mainly attended by early career researchers
 - Feedback said it was enjoyable and useful
 - Researchers saw barriers that were previously invisible
- Organized an exhibit on active research in the fight against Antimicrobial Resistance and Infection Prevention.
 - 12 exhibits with research staff presenting to the public
 - In attendance were govt. officials and policy makers
- Filmed researchers interested in elevator pitch videos.

Elevator pitch videos:



Challenges

- Scheduling training sessions
- Recruiting researchers to try elevator pitch training or making a pitch video
- Getting people in the humanities engaged and involved in NAMRIP

Beating Infections Without Jargon

Run by: Craig Dolder and Nikhil Mistry

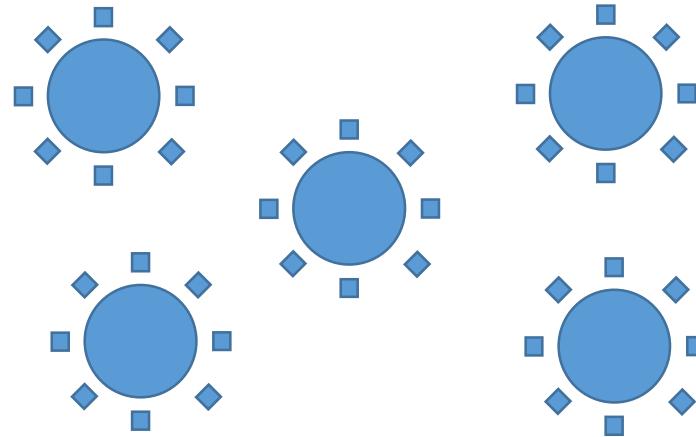


Background:

Research always becomes more specialized which creates linguistic barriers between disciplines. This was particularly clear with the University Strategic Research Group (USRG) Network for AntiMicrobial Resistance and Infection Prevention (NAMRIP). Our hypothesis was that the same tools that are used for public engagement could help bridge this gap between disciplines.

Aim:

Break down common communication barriers with elevator pitch training. Then use this as a launching point for public engagement about antimicrobial resistance and encourage researchers to make videos explaining their research in a clear manner for other researchers and the public.



Tables with 6-8 people + 1 facilitator

*"I especially enjoyed the public engagement activity – I think it's really important to get us scientists thinking about this" –
Dr Sara C. Carreira, Physics, Univ. of Bristol*

Challenges:

- Scheduling training sessions around academic's schedules
- Finding the best timing for sessions
- Borrowing equipment for filming elevator pitch videos
- Getting researchers to step forward and share their elevator pitches or film videos

Opportunities:

- Bring training to other USRGs and other groups
- Film more elevator pitch videos

Accomplishments:

- Held three elevator pitch training sessions for NAMRIP.
 - Mainly attended by early career researchers
 - Feedback said it was enjoyable and useful
 - Researchers saw barriers that were previously invisible
- Organized an exhibit on active research in the fight against Antimicrobial Resistance and Infection Prevention.
 - 12 exhibits with research staff presenting to the public
 - In attendance were govt. officials and policy makers
- Filmed researchers interested in elevator pitch videos.

Highlights:

- Best done in sub-groups of 6-8 people with a facilitator at each table
- Double as a networking event since all the researchers have to introduce themselves multiple times.

Many thanks to:

www.soton.ac.uk/

PER → NAMRIP



Elevator Pitch Tips

You want to tell a story that can communicate your research effectively to:

- Scientists in different fields
- The public
- Funding agencies

Answer basic questions such as:

- What do you do?
- Who do you do it for?
- Why do you do it?
- What results do you deliver?

Focus on answering not only the “What?” but also the “So what?”

Keep it short.

Avoid technical details and terminology.

You can simplify it without making it incorrect.

You need to prove that you are interested in it to make someone else interested.

Example of 30 seconds of text

We use very high-frequency sound to move biological cells around and that should be really useful in helping us to find bugs and other bacteria. For example, we can increase the number of bugs in a water sample to make them easier to find or we can push up onto a surface so we can see them. We can also move flowing bugs into the focus of a microscope and that should allow us to see more than 200,000 cells every second. All of these different ways of doing things should help us to find and recognize dangerous bugs more quickly.

Running Elevator Pitch Training

Materials:

Paper and pens for everyone. Times for facilitators.

Ideally done at banquet style tables with 6-8 people + 1 facilitator

Recommended timing for 1 hour session:

- 5 Minutes – Intro / Examples
- 10 Minutes – Writing
- 10 Minutes – Give pitch in pairs
- 10 Minutes – Rewrite
- 10 Minutes – Go around table with 30 second cut-off
- 10 Minutes – How to take it forward
- 5 Minutes – One from each table

Recommended timing for 3 hour session:

- 15 minutes - Introduction
- 30 minutes - Personal introductions exercise
- 30 minutes - Language tips
- 15 minute - Break
- 30 minute - 120 Second Pitch
- 20 minute - 60 Second Pitch
- 10 minute - Break
- 15 minute - 30 Second Pitch
- 10 minute – Closing remarks

Training tips:

- Session needs to be flexible and enjoyable
- Can include discussions of standard vocabulary
- Emphasise importance of body language and enthusiasm
- Letting researchers introduce themselves at the beginning can allow for the contrast between the beginning and end of the session to be appreciated