

Notes on Science Communication Session

Fall Retreat 2/12/04

- **Abstracts. Ideas generated by the group:**
 - Look at sample abstracts during short course or between acceptance and short course time.
 - Discuss abstracts during a specific session at short course with a pool of examples from different disciplines
 - Compare structure, trends and elements and analyze in a group discussion
 - Incorporate a writing pre-rec. for Akamai applicants?
 - Each student to present an abstract at a weekly meeting (five minutes at start of the meeting). Will resemble a research “group meeting” scenario.
 - Need Industry abstract examples.
 - To improve general writing: in short course, after inquiry, not just present, but write out “longish” abstract (about a page) to summarize, analyze and draw conclusions from the days work. (before or after inquiry wrap up?)
 - An added benefit: We will have comparison of a students work before and after the internship

- **Oral Presentations. Ideas generated by the group:**
 - Need assessment structure: Lisa and Malika to design a rubric for how they critique a student
 - Science communication mentor: Now it is Lisa and Malika. How can we involve more people in this process?
 - Past interns who excelled have paid position to support new students with science communication (abstracts, oral presentation and poster) the following summer
 - Distance between interns and Lisa/Malika mentors makes it difficult.
 - Video tape mini talks for student self assessment (issues with Akamai security?)
 - More time after internship for oral presentation prep
 - Communication role (a person dedicated to the task) within short course

- **Students to present back after conferences**
 - To faculty
 - To other students
 - Write up?

In Maui at MCC and with Akamai program:

- Akamai Chapter at MCC might be a good way to:
 - Keep community of past interns together
 - Tracking would be easier (also done at MCC for ECET students by Maggie Bruck)
 - Monthly meeting to meet their needs
 - Recruiters (paid position for past interns)
 - Financial incentive (keep them in charge of each other)
 - Tutoring (jobs for interns?)
- More \$ to have internships continue thru school year
- Oral presentations
 - Are we training them for the right kind of talk? Applicable to research and industry

- At symposium, we should make sure each student is asked at least one or two thoughtful questions
 - Planted maybe in audience
 - Encourage students to ask questions to each other