# SCIENCE COMMUNICATION

**PORTFOLIO**
Selected work from 2019 to 2022

[DM]

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# ABOUT

I am a producer, communicator and researcher with a background in science communication, social psychology and urbanism.

I have teaching experience and methodological expertise in social science and humanities research methods.

I have been a consultant in strategic Communication, and social and cultural management for governments, universities, and international organizations.

I also have extensive experience in communication and media production.

## EXPERTISE

### Science Communication

Communication of complex scientific topics to specific audiences using different media formats.

### Strategic Communication

Development of internal and external communication strategies tailored to the specific needs of the project or client.

### Media Production

Extensive experience in video production and the design of clear and eye-catching outputs (printed and digital) for diverse audiences.

### Web Development

Development and management of WordPress websites, as well production of engaging content.

### Academic Research

Qualitative social science analysis and report writing, as well as preparation of documents for academic publication and non-academic dissemination.

AUR🜂RA

anr © agence nationale
de la recherche

HOCHSCHULE
**RHEIN-WAAL**
Rhine-Waal University
of Applied Sciences

IMI | Institute for
Methods
Innovation

inscico
INSTITUTE ACADEMY PUBLISHING

ITESO
Universidad Jesuita
de Guadalajara

Jalisco
GOBIERNO DEL ESTADO

METHODS
**FOR CHANGE**

MAKO
animation ®

ProjectÔ
Innovative circular water systems

NUCLEUS

re**THINK**
#sci**comm**

Qualia Analytics
Technology-Enhanced Research Solutions

UNESCO unesco

UN❀HABITAT
FOR A BETTER URBAN FUTURE

# Books

Martin, D. (2019). *La construcción simbólica del futuro en los discursos científico-tecnológicos de las industrias culturales: EPCOT como caso de estudio*. Guadalajara, Mexico: ITESO.

ISBN 978-607-8616-55-8

# Book chapters

Martin, D. (2021). *Proyecto COM100-CIA: Ciencia con y para la Sociedad.* In S. Herrera-Lima, C. Orozco and A. Pantoja (Coords.). Comunicar Ciencia en México: Fundamentos, Estudios y Experiencias. Guadalajara, Jalisco: ITESO.

ISBN 978-607-8768-52-3
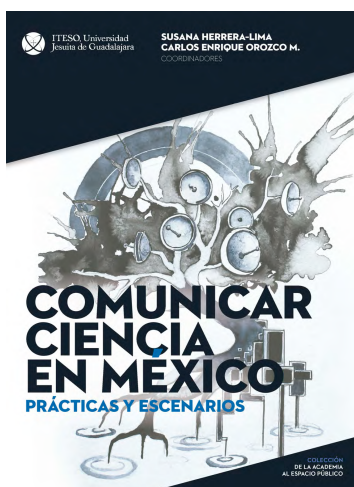
Martin, D. (2018). *Disney y su construcción simbólica del futuro*. In S. Herrera-Lima and C. Orozco (Coords.), Comunicar Ciencia en Mexico: Prácticas y Escenarios. Guadalajara, Mexico: ITESO.

ISBN 978-607-8616-39-8

WRITING

# Peer-reviewed articles

Martin, D. (2019). 'EPCOT theme park as a science communication space: the Test Track case'. *JCOM* 18 (04).

DOI https://doi.org/10.22323/2.18040209

Herrera-Lima, S. and Martin, D. (2018). 'Promised future and possible future: science communication and technology at World's Fairs and theme parks'. *JCOM* 17 (03).

DOI https://doi.org/10.22323/2.17030204

# Other research publications

Jensen, E., Lorenz, L., Geck, A., van Zuydam, L., Martin, D., Smith, B., Wagoner, B., Rademan, L., Foulds, C., Fox, E., Khalid, R., Sule, O., Cummings, J., Sahan, K., Landeweerd, L., Zwart, H. and Kingsley, U.  (2021). *State of the Art of RRI in the Five UNESCO World Regions.* Zenodo.

DOI https://doi.org/10.5281/zenodo.4926175

Martin, D. and Regan, L. (2019). *Lessons from the Implementation of RRI in Universities and Scientific Institutions.* Kleve, Germany: NUCLEUS Project.

Available at https://bit.ly/3Iqo2xK

Martin, D. and Regan, L. (2018). *Bringing RRI to Life in Universities and Scientific Institutions.* Kleve, Germany: NUCLEUS Project.

Available at https://bit.ly/3FUbdKz
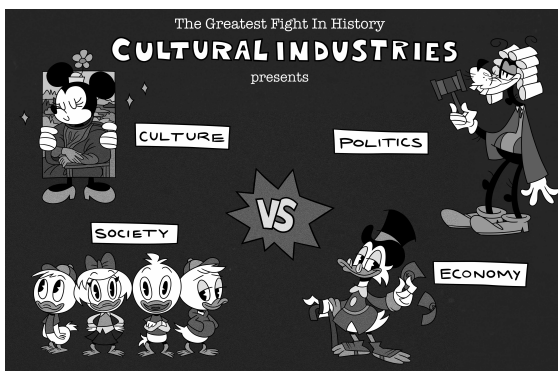
# Presentations



Martin, D. (2021). *Theme parks as science communication spaces: the EPCOT case.* Visual online presentation at Public Communication of Science and Technology (PCST) Conference 2020+1.

Available at https://bit.ly/3GSJye8

# SELECTED PROJECTS

RECOMMENDATION ON SCIENCE AND SCIENTIFIC RESEARCHERS

UNESCO
United Nations
Educational, Scientific and
Cultural Organization

70 YEARS UNIVERSAL DECLARATION OF HUMAN RIGHTS #STANDUP4HUMANRIGHTS

UNESCO Recommendation on Science and Scientific Researchers
Core Indicators Questionnaire
DRAFT ONLY

Core indicators will often refer to the following categories of policy instruments:

*SETI Legal Policy Instruments:* Laws, decrees, executive orders or regulations, formal agreements, contracts and international SETI cooperation treaties, and deontological codes of ethics may be included in this category. A legal instrument goes one step beyond a policy by stipulating obligations, rights, rewards, and penalties.

*SETI Institutional Ecosystem:* Individual institutions and organizations; procedures and methodologies they employ.

*SETI Operational Policy Instruments:* Actual working mechanisms that make the Instrument function on a day-to-day basis.

**KEY AREA 1. Science for sustainable development**

**1.1 Helps achieve Sustainable Development Goals**

1. Are there any legal policy instruments focused on regulations on inclusive and green technologies in the Member State?

   ☐ Yes      ☐ No      ☐ Unsure/Unknown

   [If yes] How many legal policy instruments focused on regulations on inclusive and green technologies are there? [Entry spaces open for each legal policy instrument with the following prompt: *Please provide more details and, where possible, web links to relevant documents.*]

2. Are there any operational policy instruments to promote the development of green and socially inclusive technologies in the Member State?

   ☐ Yes      ☐ No      ☐ Unsure/Unknown

   [If yes] How many operational policy instruments to promote the development of green and socially inclusive technologies are there? [Entry spaces open for each operational

Draft survey

# 01

## UNESCO
CLIENT NAME

### Outcomes
Indicators framework
Draft survey
Monitoring tool mock-up

### Category
Social research
Evaluation
Focus group
Graphic design

### Location
Paris, France

### Description
Within the context of the project entitled 'Strengthening STI Systems for Sustainable Development in Africa', implemented by UNESCO Sectors for Social and Human Sciences and Natural Sciences, we developed a monitoring process and methodology tailored to the requirements of the 2017 Recommendation on Science and Scientific Researchers (RS|SR) and taking full account of national circumstances, needs and priorities.

**unesco**

## Recommendation on Science and Scientific Researchers
*Monitoring tool mock-up*

The UNESCO Secretariat has pre-filled data that is already available for your country for some of the suggested monitoring indicators. Please review each key area to add missing information where possible and/or make any necessary adjustments to existing data before submitting the report.
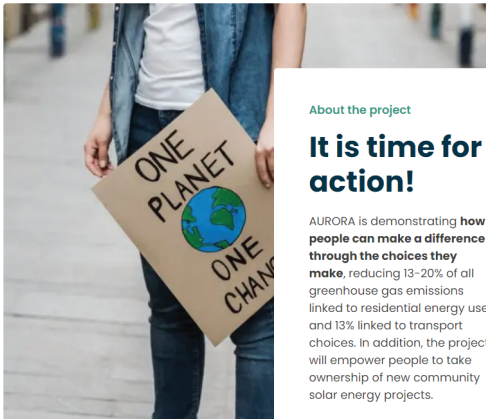
### Overall completion progress

0% — 25% — 40% — 75% — 100%

**Key area 1**
**Science for UN ideals**

Key Area completion progress

0%

Review/add data

**Key area 2**
**Science and society**

Key Area completion progress

100%

Review/add data

**Key area 3**
**Research informing policy**

Key Area completion progress

0%

Review/add data

**Key area 4**
**Science as a common good**

Key Area completion progress

50%

Review/add data

**Key area 5**
**Inclusivity and non-discrimination**

Key Area completion progress

90%

Review/add data

**Key area 6**
**Human rights standards**

Key Area completion progress

15%

Review/add data

**Key area 7**
**Scientific freedom and responsibility**

Key Area completion progress

22%

Review/add data

**Key area 8**
**Scientific integrity and ethics**

Key Area completion progress

16%

Review/add data

**Key area 9**
**Human capital**

Key Area completion progress

14%

Review/add data

**Key area 10**
**Enabling environment**

Key Area completion progress

92%

Review/add data

**SUBMIT REPORT**

Monitoring tool mock-up
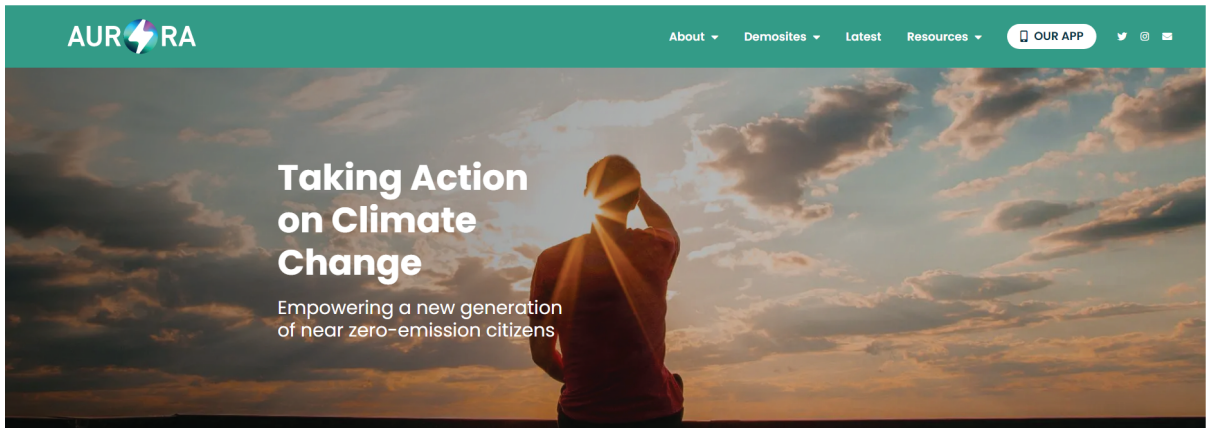
AURORA website - www.aurora-h2020.eu

# 02

## AURORA
CLIENT NAME

### Outcomes
Website
Brochures
Posters
Videos

### Category
Science communication
Graphic design
Web development
Video production

### Location
Europe

### Description
The EU-funded AURORA project is focused on enabling citizens to act on climate change through education, citizen science, observation initiatives, and public engagement.

As part of the Communications team, I've designed and implemented a broad range of communication activities, both internal and external.

Examples of these activities include refreshing the project website, developing media assets, creating content for social media accounts, as well as project newsletters.

AURORA brochure - Trifold layout



AURORA brochure - Bifold layout

AURORA posters
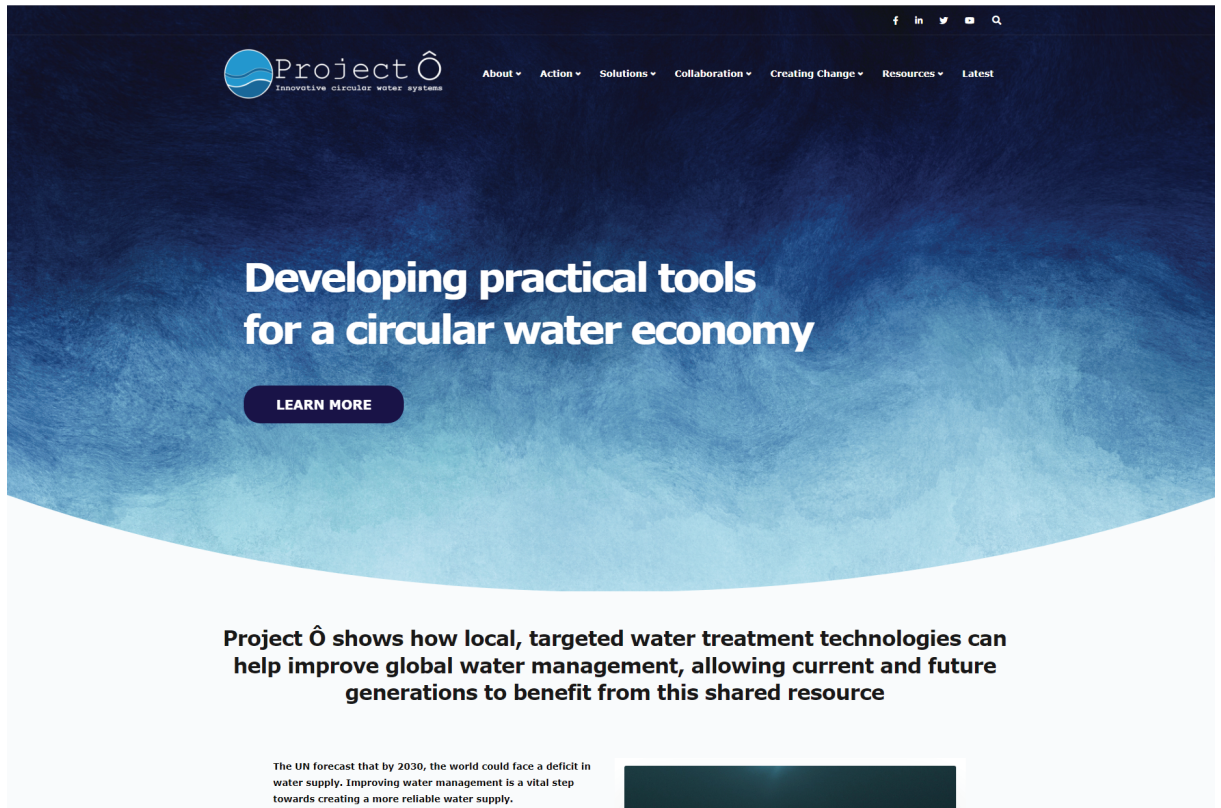
Project Ô website - www.eu-project-o.eu

# 03

## PROJECT Ô
### CLIENT NAME

### Outcomes
Website
Social media channels
Infographics
Brochures
Posters
Videos
Newsletters
Public events

### Category
Strategic communication
Graphic design
Web development
Video production
Event management
Social media management

### Location
Europe

### Description
The EU-funded Project Ô shows how local, targeted water treatment technologies can help improve global water management.

As part of the Communications team, I've designed and implemented a broad range of communication activities, both internal and external, such as:

■ Refreshing the project website.
■ Developing media assets such as brochures, slide deck templates, infographics, posters and numerous high-quality project videos.
■ Creating content and managing social media accounts, as well as project newsletters.
■ Planning and delivering a series of public engagement events.

Project Ô brochure - Bifold layout



Project Ô brochure - Trifold layout

Project Ô posters



Project Ô Overview video
**All videos are available at www.youtube.com/@euprojecto**

presenting new challenges  and new opportunities

Making Sense in Science Communication video

# 04

## RETHINK
CLIENT NAME

**Outcomes**
Videos

**Category**
Video production:
Script writing
Storyboards
Motion graphics
Compiling
Video editing
Audio editing
Subtitling
Visual effects

**Location**
Europe

**Description**
The EU-funded RETHINK project aspires to rethink science communication, both its theory and practice, to accommodate the major challenges to the individual and collective process of making sense about science.

As part of the communication strategy, a series of videos were produced focusing on concrete recommendations and training resources to foster open and reflective science-society interfaces.

How to Reach Underserved Audiences video



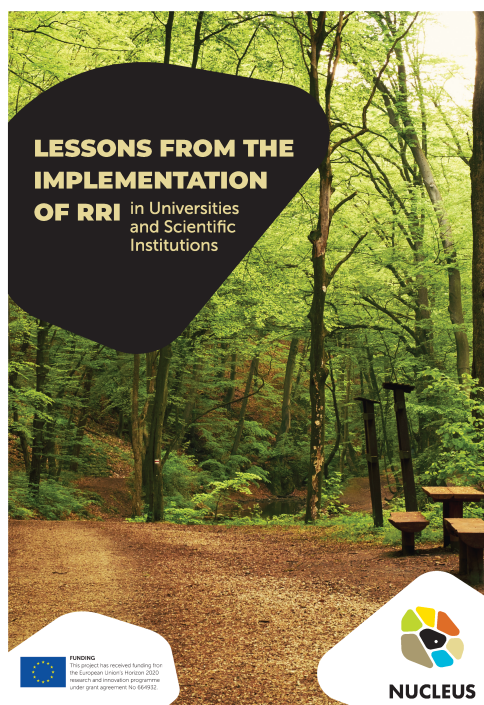Assessing Quality of Science Communication Online video
**All videos are available at**
**www.rethinkscicomm.eu/resources/rethink-explanatory-videos/**

LESSONS FROM THE IMPLEMENTATION OF RRI in Universities and Scientific Institutions

FUNDING
This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 664932

NUCLEUS

02

## NUCLEUS

### The NUCLEUS Consortium

The wide range of international and professional perspectives brought together by the NUCLEUS consortium is one of the project's greatest strengths. The 24 partner organisations represent 14 countries and 3 continents, and include universities and research institutions, national science and technology associations, public policy organisations, national public engagement networks, and non-governmental organisations.

This document has been prepared by the Nucleus Communication team, Leane Regan and Daniela Martin with contributions from, and in collaboration with, our Embedded and Mobile Nucleus partners, and Dr Peter Broks.

Brochure - Lessons from the Implementation of RRI in Universities and Scientific Institutions

# 05

## NUCLEUS
CLIENT NAME

### Outcomes
Social Media Channels
Infographics
Brochures
Posters
Videos
Newsletters
Public events
Policy briefs

### Category
Strategic communication
Graphic design
Video production
Social media management
Event management

### Location
Europe

### Description
The EU-funded NUCLEUS project aimed to develop new cultural and organisational approaches allowing universities and scientific institutions to better respond and react to societal needs and challenges.

As part of the Communications team, I designed and implemented a broad range of communication activities, both internal and external, such as:

■ Developing media assets such as brochures, slide deck templates, posters and high-quality project videos.
■ Creating content and managing social media accounts, as well as project newsletters.
■ Organising a pre-conference workshop associated with the World Conference of Science Journalists.
■ Supporting the organisation of the 2018 and 2019 Annual Conference.

🔷 **NUCLEUS**


Visiting a wetland with NGO volunteers

### ACTION 1 — CONDUCT RRI CONTEXT MAPPING

After completing a comprehensive SWOT analysis, IWR identified its strong connections with central and local government (policy makers) as well as the absence of defined RRI policies and strategy within the institution. These results enabled IWR to develop an Action Plan aimed at fostering a more open and two-way dialogue mechanism in the strategic development plan and research project design.

### ACTION 2 — DEVELOP RRI POLICY, COMMITTEE AND STRATEGY

IWR organized face-to-face meetings with directors and senior researchers to introduce the NUCLEUS project and gain their support to implement RRI practices within the institute. Based on the outcomes of those meetings, IWR developed an Action Plan which outlines the institute activities during the implementation phase. So far the director agreed to include RRI-related policies in the institution's Strategy Plan for 2019. During the next months, the team will continue to lobby the senior leadership to sign MOU + Vision Statement containing RRI practices and actions.
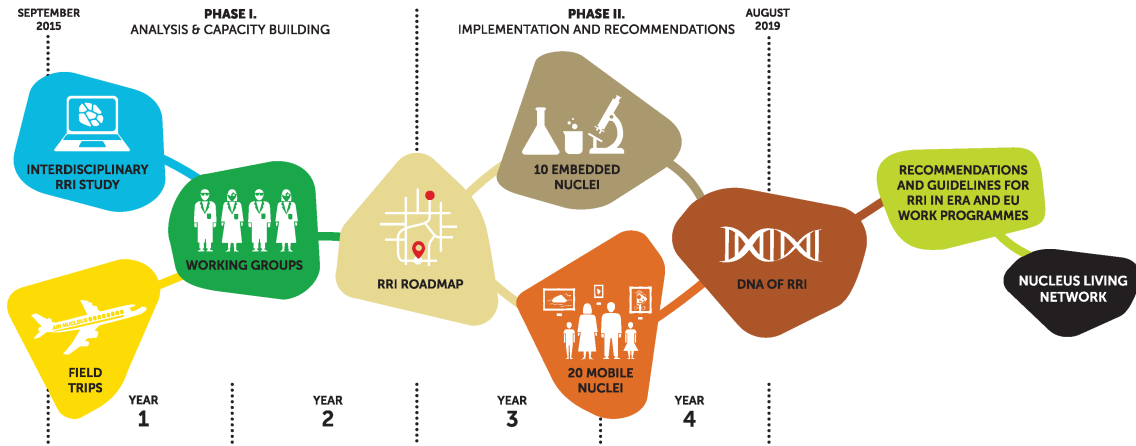
## Institute of Wetland Research

### ACTION 3 — BUILD INSTITUTIONAL BRIDGES BETWEEN THE RESEARCH COMMUNITY, STAKEHOLDERS AND THE GENERAL PUBLIC

Over the last eight months, several consulting workshops were held between IWR researchers and different groups of stakeholders in order to increase the cooperation between them and understand their demands in the early design stage of the research projects. On the World Wetlands Day 2018, IWR held a science communication event with more than 100 attendees from research institutes, universities, local government, wetland reserves, and local newspapers to enlighten the cooperation among the mentioned cells. For the upcoming months, the team will work with the Beijing Municipal Bureau of Landscape and Forestry on supporting regulation formation that meet Beijing local need on wetland conservation and restoration.

### ACTION 4 — CATALYSE ONGOING DEBATES ABOUT THE ROLE OF SCIENCE IN OPEN SOCIETIES

IWR proposed to establish an ecological committee within the China Science Writers Association (CSWA). This committee will be formed by 30 scientists, science writers, publishers and media to promote science communication in a national scale. The formal inaugural meeting will be held on 28th October 2019. The team is also working on an interactive online forum where people can comment on the research conducted by IWR researchers.


Beijing Wetland Day


Participatory design workshop on World Wetland Day

## Brochure - Bringing RRI to life in Universities and Scientific Institutions

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**SEPTEMBER 2015**

**PHASE I.**
ANALYSIS & CAPACITY BUILDING

**PHASE II.**
IMPLEMENTATION AND RECOMMENDATIONS

**AUGUST 2019**



- INTERDISCIPLINARY RRI STUDY
- WORKING GROUPS
- FIELD TRIPS
- RRI ROADMAP
- 10 EMBEDDED NUCLEI
- 20 MOBILE NUCLEI
- DNA OF RRI
- RECOMMENDATIONS AND GUIDELINES FOR RRI IN ERA AND EU WORK PROGRAMMES
- NUCLEUS LIVING NETWORK

**YEAR 1** | **YEAR 2** | **YEAR 3** | **YEAR 4**

### LAYING THE GROUNDWORK FOR RRI

**Field Trips** investigated the barriers to RRI and the opportunities specific to six different stakeholder groups: the media, the economy, public policy, public engagement, and civil society.

**A cross cultural study and interviews** with nearly 100 researchers and research leaders uncovered trends in attitudes towards RRI in academic environments.

### RRI ROADMAP

**Findings and recommendations** from the first two years were pulled together into an Implementation Roadmap which has helped partnered universities develop their Embedded and Mobile Nuclei and navigate towards RRI.
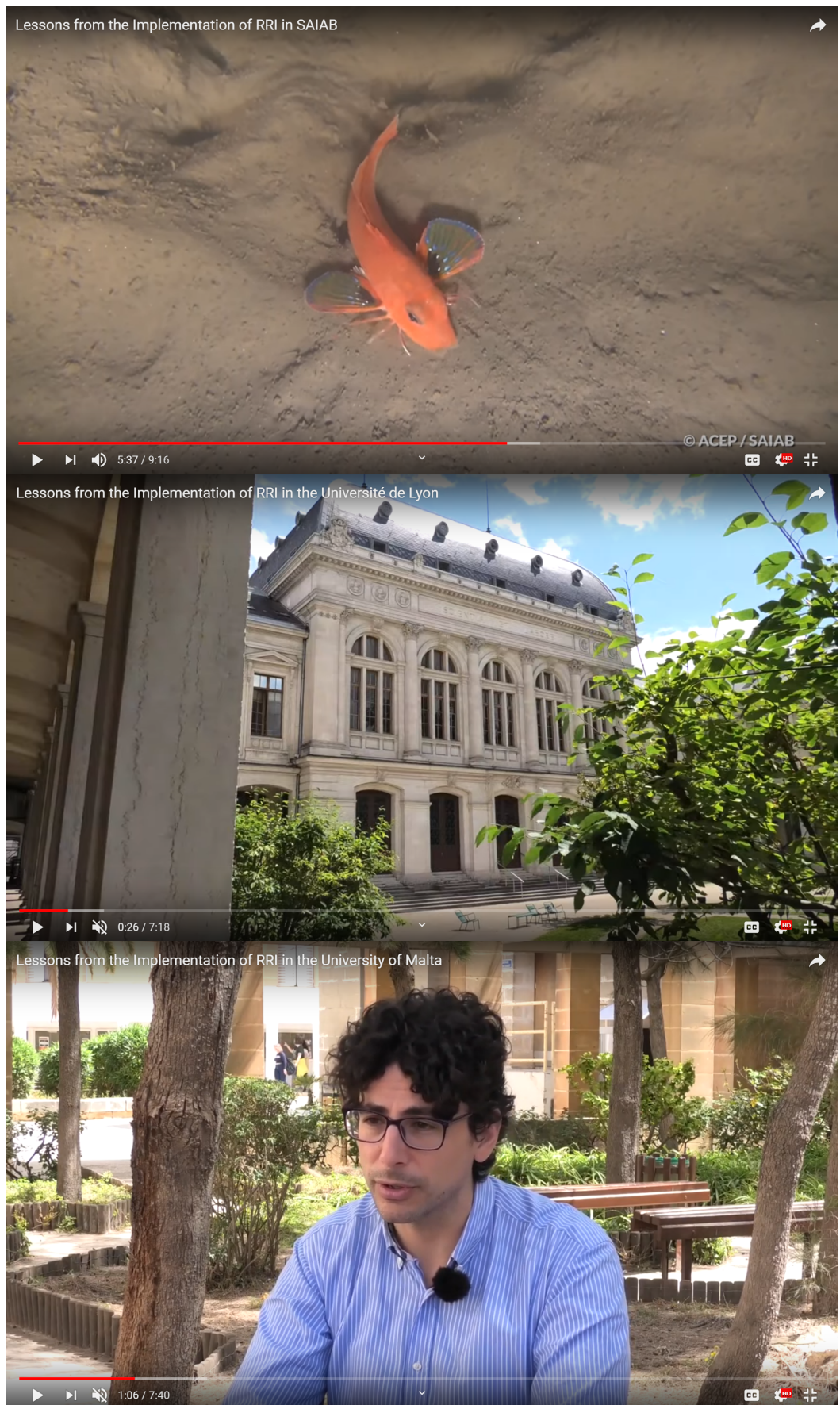
### IMPLEMENTATION PHASE

**Ten Universities and research institutes** are hosting Embedded Nuclei. These are dedicated units working to establish RRI in the culture and structures of their institutions with support from project mentors.

**Twenty partners** representing Universities, science festivals and museums will act as Mobile Nuclei. These partners will integrate modular activities into existing events to support the uptake of RRI by a wider audience.

### THE DNA OF RRI & A LIVING NETWORK

**Practical recommendations** for research leaders on how to implement RRI will be the DNA of RRI, shaping the growth of a Living Network of partners committed to sustaining RRI beyond the project's lifetime.A

## NUCLEUS Brochure

Lessons from the Implementation of RRI in SAIAB

▶ ⏭ 🔊 5:37 / 9:16 ⌄ © ACEP / SAIAB CC HD ⤢

Lessons from the Implementation of RRI in the Université de Lyon

▶ ⏭ 🔇 0:26 / 7:18 ⌄ CC HD ⤢

Lessons from the Implementation of RRI in the University of Malta

▶ ⏭ 🔇 1:06 / 7:40 ⌄ CC HD ⤢

NUCLEUS Case Studies videos

**All videos are available at www.youtube.com/@nucleusproject3448**

# THANK YOU

[DM]

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