Public Engagement Innovations
for Horizon 2020

Pilot report on promoting science-society dialogue with blogs among early-career researchers on Baltic Sea research

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The PE2020 Project

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The PE2020 project

PE2020 will identify, analyse and refine innovative public engagement (PE) tools and instruments for dynamic governance in the field of Science in Society (SiS). PE2020 analyses the PE tools and instruments through a systemic and contextual perspective, and contributes to the potential and transferability of new governance innovations. PE2020 will create new knowledge of the status quo and trends in the field of public engagement in science, refine innovative PE tools and instruments and propose new ones.

The project will do this by (1) further developing a conceptual model that provides a systemic perspective of the dynamics of public and stakeholder engagement; (2) creating an updated inventory of current and prospective European PE innovations; (3) context-tailoring and piloting best practice PE processes related to the grand challenges of the Horizon 2020 and (4) developing an accessible net-based PE design toolkit that helps identify, evaluate and successfully transfer innovative PE practices among European countries.

New tools and instruments for public and societal engagement are necessary to boost the quality, capacity and legitimacy of European STI governance and to solve the looming problems related to the grand societal challenges of the Horizon 2020. In order to ensure practical relevance, the project will work through intensive co-operation between researchers and science policy actors. PE2020 will expand the capacity of European and national science policy actors to integrate better societal engagement by providing an easy access to new PE tools and instruments, to be included in the requirements and implementation of research in Horizon 2020 and beyond.

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1 Introduction

The promotion of science-society dialogue among early-career researchers with the use of blogs was chosen as a pilot initiative for the PE2020 project for the following reasons: in order to deliberate on the possibilities to support junior-level researchers to engage with stakeholders and citizens in the different phases of research and innovation processes, to support the bottom-up initiatives of junior-level researchers in a traditionally hierarchic academic environment, and to deliberate on the possibilities for using new social media as a public engagement tool. Early-career researchers refer here foremost to doctoral students and postdoctoral researchers who are going through the first stages of their academic career.

The rationale for developing the capacities of junior-level researchers is related to the potential impact on agenda-setting and new modes of work, if new generations of researchers see value in public engagement (PE) and if they have the necessary knowledge, skills and motivation to actively participate in science-society dialogue. In the long term, as the junior researchers proceed in their career, they may continue this dialogue and collaboration with stakeholders and citizens not as a separate process, but as a natural component of their work. In choosing the pilot initiative, it was also expected that members of younger generations would already have some of the necessary capabilities and a positive attitude towards trying out forms of social media that enable new modes of interaction between researchers, stakeholders, and the general public.

The partner in this pilot initiative was BONUS – the joint Baltic Sea research and development programme. It was essential that prior to the collaboration, the work of the partner already built on intense science-society interaction. Among other things, BONUS aims to build new capacities for 'young scientists' as the new generation of researchers.

BONUS aims at protecting seas and finding functional solutions for the viable protection and sustainable use of marine and maritime resources. This requires interaction and commitment not only from researchers, but also from a variety of stakeholders, including policy-makers, research funders, companies, civil-society organisations, and international organisations. Also citizens and residents especially in the coastal areas may have interests concerning the future state of the inland seas in Europe. As inland seas, such as the Baltic Sea, encompass several national borders, the interaction patterns should not be limited to the local and national level, but also extend to the international level.

2 Methods

2.1 Objectives of the pilot initiative

The objectives of this pilot initiative were threefold:

- to support junior-level researchers' skills and capabilities to engage with stakeholders and citizens in the different phases of the research and innovation process;
- to deliberate on the possibilities for using social media as a public engagement tool, and
- to support the bottom-up initiatives of junior researchers in a traditionally hierarchic academic environment.

2.2 Method of the pilot

The selection of the PE method for the pilot initiative included thorough reflection on the various available possibilities

- with the partner organisation BONUS, taking into account the goals of the programme, its prior history in PE, ongoing activities and interests, and the schedule of the secretariat as the contact persons of PE2020,
- with the early-career researchers as the reference group for the initiative: their experiences of PE activities, including faced challenges and successes, and interests for future activities in the scope of the BONUS projects,
- taking into account the PE2020 focus on innovative public engagement methods.

As a result of the discussions with the partner organisation and the early-career researchers, it was decided that this pilot initiative tests *new social media*, especially blogs, as a public engagement method (see Deliverable 1.1, 31). Different versions of new social media have been identified as innovative in the PE2020 report D1.1. In practice, the concept of new social media includes various tools and applications such as blogs, Facebook, Twitter and podcasts that enable new type of stakeholder and citizen information and involvement. The tools vary, but they have in common the approach on up-to-date, easy access online communication and interaction.

One of the benefits of social media tools is their nature as low-threshold (usually free and technically easy to learn) tools: their use does not necessarily require a lot of prior knowledge or experience. Another benefit for researchers is the possibility to contribute to the discussions one feels most motivated to participate in and to develop his/her personal voice without mediators, such as representatives of the media. One may also get useful ideas and feedback from stakeholders and citizens directly in an informal way. On the other hand, when professional mediators are not present, in some situations, individual researchers may have to deal with unexpected reactions and possible misunderstandings by themselves. Blogging to a wider audience may also require using a different language and arguments than when communicating with the members of one's scholarly community. As a result, researchers may need some professional back-up and training about how to use social media for work purposes.

The pilot initiative particularly focused on blogs as many of the early-career researchers were already active bloggers. The BONUS programme supports blogging on a special website managed by the BONUS-funded projects[1].

2.3 Context of the pilot

2.3.1 The partner

The PE2020 partner and research host for the pilot initiative was BONUS – the joint Baltic Sea research and development programme. BONUS is a macroregional, policy-driven programme, which funds research and innovation projects related to the Baltic Sea region.[2]

BONUS originates from the BONUS ERA-NET project (2003–2008). The overall objective of the ERA-NET scheme in the European Union was to support the cooperation and coordination of research activities at national and regional levels within the EU member states and associated states. This included opening mutual national and regional research programmes based on the initiatives of the member states. In the EU policy document (EC 2005, 5), the ERA-NET scheme was described as 'a step-by-step approach which allows the gradual development from exploratory actions to the establishment and implementation of joint research programmes'.

The aim of the BONUS ERA-NET under the EU 6th Framework Programme was to develop and broaden the Baltic Sea research funding cooperation and partnerships. BONUS was identified as a field suitable for participation in a jointly implemented national research programme under Article 169.[3] BONUS ERA-NET was followed by an ERA-NET Plus action called BONUS+. During BONUS+, 16 projects were funded between 2009 and 2011.

The third, current phase is the BONUS programme for years 2010–2017, worth of 100 million euros. BONUS is one of the five joint research programmes under Article 185.[4] BONUS is funded jointly by the EU's 7th Framework Programme and the BONUS member states (Denmark, Estonia, Finland, Germany, Latvia, Lithuania, Poland, and Sweden). Russia participates in the programme through bilateral agreements. In the future, the programme is proposed to extend to the North Sea. Administratively, the programme is run by the BONUS Secretariat which is located in Helsinki, Finland.

The aim of BONUS is to provide necessary knowledge to develop the policies in the Baltic Sea region. Helsinki Commission (Baltic Marine Environment Protection Commission, HELCOM), in particular, is a relevant user of the knowledge produced in BONUS. The cooperation between BONUS and HELCOM is unique, because their fields of expertise encompass both environmental policy and research, which provides a fruitful ground for policy-relevant research and dialogue.

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[1] The website can be found at http://www.bonusprojects.org

[2] If not stated otherwise, the following descriptions are based on policy documents, the BONUS website, and meetings with members of the BONUS Secretariat.

[3] Article 169 enabled the European Community to participate in research programmes undertaken jointly by several Member States, including participation in the structures created for the execution of national programmes.

[4] Article 185 of the Treaty on the Functioning of the European Union – former Article 169 of the Treaty establishing the European Community – enables the EU to participate in research programmes undertaken jointly by several member states.

As a joint, policy-driven research programme, BONUS has some special demands to ensure the engagement of stakeholders. The involvement of stakeholders in the implementation of BONUS is required in the BONUS law[5]. The BONUS law also instructs that BONUS must have a strategic research agenda, which responds to policy needs. During the different phases of the programme, the contents of the strategic research agenda have been developed as a result of the changing policies in the Baltic Sea countries, the changing environmental context of the Baltic Sea region, and scientific developments. BONUS funding calls are linked to the themes identified in the strategic research agenda. The funded projects are expected to be of high scientific quality and to be policy relevant.

Reflecting its unique focus on science-policy dialogue and policy relevance, BONUS already has some established public engagement practices ranging from communication to consultation (see Deliverable 1.1). For example, it has launched so-called BONUS Forums and strategic orientation workshops. These are wide stakeholder consultation platforms, which have been in use when updating the strategic research agenda of the programme. The yearly events have been organised in different ways, including workshops, network board meetings, seminars, and conferences. The events have gathered together a variety of interested parties.

Furthermore, in the so-called strategic phase of BONUS (2010–2011), funding was allocated to selected national advocates, 'national ambassadors', whose task was to conduct a stakeholder analysis in each member state of BONUS, advance the creation of stakeholder platforms at national level, facilitate communication between the national stakeholders and BONUS, and disseminate information about BONUS in national languages (see more in Deliverable 1.2, 94–97). In the organised workshops, the relevant research areas for the BONUS strategic research agenda were discussed from each country's point of view, reflecting their particular research priorities.

Through these and other methods, BONUS has engaged a wide group of actors in the Baltic Sea area, including policy-makers, research funders, members of the scientific community, companies, civil-society organisations, and international organisations, such as HELCOM, VASAB, ICES as well as the EU Strategy for the Baltic Sea Region), and several DGs in the European Commission.

In addition to engaging stakeholders at the programmatic level, the funded projects of BONUS have engaged also end-users of the research results and members of the wider public. To promote engagement, a special public engagement award was launched to promote and recognise projects which have been especially active and successful in public engagement. Based on a competition, the first public engagement award was granted to ECOSUPPORT's visualisation platform called GeoDome in 2011 (Deliverable 1.1, 20).

2.3.2 Preparation and planning

The preparation and planning of the pilot initiative started in early 2014 with joint discussions between the PE2020 and the BONUS secretariat. These discussions revolved around the preceding PE activities in BONUS and possibilities for future collaboration based on the mutual interests and available time.

[5] BONUS law refers to the co-decision by the European Parliament and the Council on the EU's participation in funding the programme.

In discussing shared interests, the activities focusing on early-career researchers raised particular attraction.[6] BONUS has already held various events and activity related to this reference group, which shows the continuity of the PE efforts instead of focusing on unconnected one-off events. The prior events include

- the first Young Scientist Club meeting on 14 January, 2009 in Helsinki,
- the second meeting on 19 January, 2010 in Vilnius,
- the third meeting on 23 August, 2011 in St. Petersburg,
- the fourth meeting on 29 August, 2013 in Klaipeda, and
- the fifth meeting on 15 June, 2015 in Riga.

The events have contributed to the creation of a multidisciplinary and international network of early-career researchers around the various themes of Baltic Sea research spanning natural sciences, social sciences and business studies. This network connects researchers who work in various fields, institutions, and countries, building into a fruitful transdisciplinary mix of actors. The events have aimed at building transferable capacities that researchers may make use of also later in their career.

In the course of discussions, in 2014 BONUS launched *a new online platform for the BONUS projects*.[7] The BONUS secretariat proposed the launch of the interactive platform for the facilitation of communication between the BONUS projects and between projects and stakeholders. Thus, the aims of the new platform were twofold: to foster dialogue between the research projects funded by BONUS and stakeholders, including end-users, and to promote more internal communication between the funded research and innovation projects. The project members who manage this platform themselves are encouraged to communicate with end-users especially in the planning and implementation phase of the projects. As part of the new online platform, early-career researchers are encouraged to write about their experiences of the scientific processes, life as early-career researchers, and scientific results in the format of blogs. The BONUS approach has been to provide guidelines and central support for the researchers on both blogging as well as management tasks but at the same time also keep the threshold of starting in particular one's own blog on such a basic level that enables each individual a chance to adopt their own personal blogging style over time in a bottom-up, organic way.

The novelty of the platform provided a fruitful opportunity for PE2020 to follow its first steps and to promote the current PE activities further.

In addition to meetings and discussions, the context-tailoring workshop on living labs as a public engagement tool organised on the 9th of April, 2015 in Helsinki in collaboration with partners at the Aalto Business School's Center for Knowledge and Innovation Research (CKIR) contributed to designing the pilot initiative. The workshop provided the BONUS Secretariat a discussion forum to deliberate on the possibilities and challenges in creating and maintaining multi-actor, multidisciplinary networks. The

[6] In the discussions, also the Soapbox Science initiative (Deliverable 1.2, 141–145) was considered a novel, hands-on public engagement exercise that would promote dialogue between science and the public. However, the schedules of the Soapbox Science organisers and PE2020 project did not coincide.

[7] The launch of the platform was accepted by the Steering Committee of BONUS in May 2014. It gained formal support by the project coordinators in August 2014. By 13 November 2014, the development of the platform had been completed and it was launched. Management and updating tasks were handed over to the BONUS projects.

workshop also provided the organisers a chance to learn about experiences of European networks operating in the innovation and business context and provided new contacts at the national and European level.

2.4 Realisation of the pilot

PE2020 supported the promotion of science-society dialogue among the early-career researchers in several ways:

1. Analysis of the BONUS blogs written by early-career researchers at the very early stage of the platform's existence.
2. A futures workshop in research as part of the Baltic Sea Science Congress on 16 June, 2015.
3. Based on the identified needs at the workshop, PE2020 in collaboration with BONUS and the training organiser Kaskas Media jointly designed a training session tailored for the needs of the researchers.
4. A professional training session on new social media from the perspective of researchers was organised on 7 March, 2016.
5. As a follow-up, PE2020 analysed the blog posts written by the researchers who took part in the training session to reflect on their insights gained during the training session. PE2020 also conducted brief interviews with some of the bloggers who took part in the training.
6. Feedback was collected both from the researchers and the BONUS Secretariat so that yet better PE initiatives could be designed and implemented in the future.

The interventions of PE2020 are visualised in Figure 1.

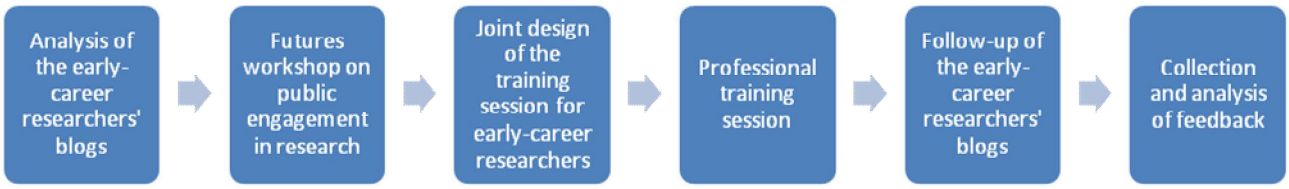

Figure 1. Phases of the pilot initiative.

2.4.1 Analysis of the early-career researchers' blogs

In May 2015, PE2020 briefly analysed the blog posts available on the BONUS projects' online platform (bonusprojects.org).

The projects as the grassroots level of BONUS are responsible for producing the content of the platform. The platform has a following structure. It provides *information on the BONUS-funded projects* under different calls announced between 2012 and 2014. In attempting to inform and engage stakeholders and other BONUS projects, project participants are encouraged to produce news and blog entries. *A news room* presents topical news from the projects. *Events* can be informed about in a separate section. Furthermore, early career project researchers have been encouraged *to write blogs* about their experiences on research work, interesting literature, useful practices, events, etc. The main target groups of the blogs are stakeholders, end-users of research, and other researchers but also people connected through private relationships, e.g., friends and family members. Blog contributions have been promoted by BONUS through its media channels.

The online platform also serves as *a database for the projects to share best practices in public engagement* (a password restricted area for discussion). The nomination of *the public engagement award* of BONUS will take place online, where anyone can nominate a candidate.

In the online platform's blog section, in May 2015, there were altogether 66 blog entries written by altogether 18 bloggers (two of the blogs had two contributors each). There had been *accelerating activity.* At the end of 2014, after the launch of the platform on 13 November, 18 entries were written, followed 48 entries in the year 2015. All the seven viable ecosystem projects[8] had active bloggers, whereas the researchers of the 13 innovation projects[9] are not as active. The viable ecosystem projects are 3.5-4 years long while innovation projects' cycle lasts ca. 2 years. Hence the research projects' motivation and resources to engage online with their stakeholders and other groups is probably perceived higher.

At the time of this early analysis, the contributors were *mostly early-career researchers*: seven contributors were doctoral students, eight were postdoctoral researchers, two were professors, and one blogger had some other title. *Both genders were equally represented*: nine bloggers were female, and nine were male.

Researchers located *in Swedish institutions* seemed to be most active: seven bloggers worked in Sweden. Three active researchers worked in Denmark, three in Finland, two in Estonia, and two in Germany. In addition, one researcher had links both to Denmark and Finland.

The amount of activity varied between the projects: one project had four separate blogs, two projects had three blogs, two projects had two blogs and two projects had one blog each. On average, there had been 9.4 blog posts per project. The most active blogger had eleven posts.

The topics of the blogs were versatile. Some of the reoccurring themes covered:

- introducing one's own research and working background,
- experiences of interdisciplinarity and working in international teams,
- reflections on the intellectual processes and what it is like to do scientific work,
- descriptions of the different phases of research work (such as sampling trips and data collection),
- description of the use of different modelling and analysis techniques,
- and conference experiences.

[8] These are 3.5–4 year projects implemented between 2014 and 2018: BAMBI, BIO-C3, BLUEPRINT, CHANGE, COCOA, INSPIRE, SOIL2SEA.

[9] These are 2–3 year projects implemented between 2014 and 2017: AFISMON, ANCHOR, ESABALT, FERRYSCOPE, FISHVIEW, GEOILWATCH, HARDCORE, MICROALGAE, OPTITREAT, PINBAL, PROMISE, SWERA, ZEB.

All in all, the blogs made it easier for an outsider to get a picture of the different actors and empirical processes of Baltic Sea research and the different forms Baltic Sea research may take (incl. both natural sciences and social sciences and their combinations). Some of the blogs seemed to be oriented mainly *at other researchers*: these bloggers explained their research focus to other researchers by using scientific concepts and abbreviations which are not necessarily familiar to an average non-expert. Some bloggers aimed to target *a broader audience* by describing why it is important to study the issue at hand and how the scientific results may be used in practice.

Personally-oriented entries included ideas about stereotypes of researchers, one's expectations of academic work, and tensions in trying to divide time between the different tasks at work. All the blogs were user-friendly in a sense that they included visualisations, such as pictures and graphs.

Interaction on the platform was made possible with an option to comment the blog entries. Altogether 13 comments ensued all the 66 entries, which means that the breadth of interaction was still at a quite limited level. This may also reflect the recent launch of the site.

The findings raised some questions which may be relevant to consider when planning further engagement activities.

One open question relates to *interaction patterns* between different projects and relevant stakeholder groups (e.g., policy-makers, industry, and non-governmental organisations) *and how these affect researchers' communication tools and practices*, including their activity on the platform. It may be that in interacting with some stakeholders (e.g., industry), other channels than overt online interaction are preferred. There may also be *differences in personality* concerning preferred ways of interaction. Some researchers may prefer face-to-face, personal communication with stakeholders and non-experts instead of online interaction. Some may find other forms of social media, such as Facebook or Twitter, more useful than blogs.

As there seemed to be some variety in the activities between researchers working on different projects and between researchers located in different countries, it would be interesting to investigate whether the engaged researchers have been offered *formal training in science communication*. As some bloggers have continued writing their blogs and some seem to have finished it, it is worth investigating *what motivates the active ones and what 'demotivated' the ones who stopped*. It is a key question how all researchers and not just the most eager ones could be activated in PE.

Also *the impact of the research group* (e.g., whether the senior researchers are supportive towards engagement) on the activities of early-career researchers is worth investigating. As early-career researchers are the most active contributors on the platform, it could be clarified *whether they personally feel equipped to communicate there and what kind of additional training or support they feel they need*. As some of the blogs seemed to be oriented mostly towards other researchers, there is *potential for widening the audience* of the blogs by training the bloggers about how to write about one's research in a 'user-friendly' way.

To ensure efficient internal and external dialogue on the platform, *possibilities for enabling more interaction* could be thought over. These could include, e.g., new tools for giving and handling feedback, such as technical tools to give hints on how to put the researchers' insights into practical use.

2.4.2 Futures workshop on public engagement in research

As a follow-up of the analysis of the blogs, PE2020 organised a futures workshop in research to generate a rich understanding of the researchers' experiences and interests in PE. Organising a workshop was seen as a suitable method for collecting this data as it enables to provide depth and insight while also providing an entry point to access the views of several researchers simultaneously.

The workshop was organised on 16 June, 2015, as part of the 10th Baltic Sea Science Congress in Riga, Latvia. Numerous BONUS early-career researchers attended the congress as part of their work. Thus, the workshop composed of a pre-existing social group with already some shared experiences marked by being part of the broader community (cf. Bloor 2001, 22). For the research host, the event also represented continuity in PE: there had been a PE workshop for early-career researchers also in the preceding Baltic Sea Science Congress in 2013 in Klaipeda, Lithuania.

In order to recruit participants, the research host BONUS contacted the individuals who were eligible for participation in advance. The interested individuals were encouraged to participate in the event, which was described as an interactive workshop on PE in research. Furthermore, the PE2020 representatives had the opportunity to be present at the Young Scientist Club event one day prior to the workshop, which enabled further marketing of the event.

Altogether 11 researchers volunteered to participate. Incentives for participation included the chance to affect the content of further training activities and the opportunity to affect the European Union's future science policy planning. The event, which lasted 1.5 hours, was organised at the premises of the University of Riga. The workshop group was run by two moderators representing PE2020.

Programme

The workshop was organised according to the following agenda. First, the participants introduced themselves. Second, Dr. Mikko Rask from PE2020 gave an introductory lecture about Science-Policy interface. He also introduced the participants the breadth of PE by giving examples of innovative PE processes that have been identified and analysed in the PE2020 project (e.g., citizen science, deliberative panels).

The major part of the workshop consisted of a discussion about

- early-career researchers' activities in public engagement,
- needs for additional training and support, and
- devising a practical plan for future training and other possible activities supporting the researchers' skills in the field of science in society interaction.

The discussions took place in two small groups (5 people and 6 people per table), facilitated by moderators. The discussions developed from brainstorming and listing activities and ideas for training to a prioritisation of the most interesting training ideas that could be provided in collaboration by BONUS and PE2020.

Participants

Altogether 11 young scientists (including the BONUS trainee) participated in the workshop: these included eight women and three men. The participants worked in six different countries (Denmark, Finland, Germany, the Great Britain, Lithuania, Sweden). Nine participants worked in BONUS projects (BALTCOAST:

3 participants, CHANGE: 2 participants, INSPIRE: 1 participant, BIO-C3: 1 participant, COCOA: 2 participants). Majority of participants were first year doctoral students. One participant held a position as a postdoctoral researcher, one as a research associate, and one as a principal investigator. The academic fields of the participants represented both natural sciences (e.g., fisheries ecology, benthic ecology, marine biogeochemistry) and social sciences (e.g., business administration).

Results

The first part of the discussion resulted in a list of PE activities that the researchers had already been involved in. Many were active in blogging about their research. Some participants, especially those with more experience of active research, had already engaged with stakeholders or had done other communication activities. Some of the BONUS projects that the researchers worked in were very active in stakeholder engagement (e.g., CHANGE has participated in boat fairs in the Nordic countries).

Some of the doctoral students were at a very early stage of their dissertation work and had not had any communication activities yet, but were interested in developing such in the future. As all BONUS projects include a stakeholder or end-user approach, PE was in general seen as an important part of researchers' work.

When considering the experiences that the researchers already had, the participants were encouraged to mention good experiences or challenges they had faced when engaging with stakeholders or the public. In general, the experiences were positive and had inspired the researchers of the meaningfulness of maintaining a dialogue with the wider society. Some challenges or areas of uncertainty were also mentioned. These included:

- learning to use a language that the wider societal groups can understand,
- ways of interacting with societal actors in different phases of the research process (instead of communicating with them only at the end of the project),
- difficulties in communicating with the citizens and stakeholders, when the researcher is located in a foreign culture and does not master the national languages,
- difficulties in trying to find consensus, when some groups have a narrow interest-based perspective in a certain issue,
- lack of time to be invested in outreach activities (as there are pressures to do high-quality research and to graduate in a given time),
- uncertainty of the visibility of the blogs.

Following activities were considered interesting areas of training and support.

There was much discussion on *blog writing*. Many of the participants were active bloggers, and many who had not yet initiated a blog were interested in starting one. Some areas were considered critical for developing blogging activities further:

- how to make blogs more attractive and make them more visible?
- what kind of language should be used to make the blogs understandable for people with no or only little scientific background?
- how to keep the blogs scientific while communicating them to wider audiences (combining scientific and popular writing styles)?
- how to communicate about sensitive issues (e.g., related to attempts to change outdated behavior patterns of citizens)?

- what are the limitations set by BONUS and project requests (e.g., who has the permission to use logos, how early can the project findings be disseminated to the wider public)?

In addition to blog writing, some young scientists communicated their research also in *other social media channels*, including Twitter, Podcasts, and Facebook. Instructions or guidelines for effective use of such media were considered useful:

- In general, how to use social media as a way to represent one's project to the public?
- Guidelines appropriate for each type of media (traditional media, social media, etc.)

Many of the students were involved in collaborating and communicating with different stakeholder groups about their research. They were interested in learning about the requests that different segments put to such communication, including skills in moderating or facilitating debates among heterogeneous stakeholder groups.

New types of PE procedures, *citizen science* in particular (e.g., measuring air quality with citizens or students by using mobile apps), raised much interest. There was a need for help in 'getting started' with such new activities. This could mean an introduction to the resources and links to such activities. The European citizen science network, for example, could provide interesting links, examples, and practical tips for getting started.

Guidance on how to interact with traditional media (magazines, newspapers) was also considered important, since many projects communicate through such channels on a regular basis. When communicating with traditional media, similar issues can be problematic as when writing blogs, since early-career researchers are suddenly representing the issues from a scientific perspective, also representing the projects they are working in.

Furthermore, the issue of *collaborating and communicating with 'grass root level'* was considered interesting. NGOs, schools and teachers were mentioned as groups that may need to be approached by using particular ways of language and communication.

Different approaches for the training were also discussed. The following approaches to training were considered interesting:

- public engagement training as part of the PhD process,
- basic training of general science communication,
- building on the activities of the on-going projects,
- initiating new activities, such as Soapbox Science.

As a consensual vision of the two discussion groups, and a plenary discussion between the two groups, the following *proposal for further training* was drafted.

There should be *one-day public engagement training* (preliminarily entitled 'seven secrets of public engagement' following Hugh Kearns' lecture in the Baltic Sea Science Congress). The day could be organised in some physical location, and streamed to all BONUS early-career researchers interested in such training. It was suggested that the streamed video should be made available through YouTube or other more permanent mean, and perhaps inserted with subtitles to make the training more accessible to all.

In addition, there was discussion about the idea of *Soapbox Science events*. This was considered interesting by some female participants (the actor group of the Soapbox Science events), and it was agreed that those who are interested in it will explore more about that process.

All participators expressed their interest in such training. It was agreed that in the next phase, the PE2020 and BONUS Secretariat would prepare a proposal for such training. The projects under the BONUS programme should collaborate in organising the time so that early-career researchers would be able to participate in the training.

As a result of the workshop, a summary report of two pages was sent to the participants of the workshop. Another longer report was sent to the representatives of the BONUS Secretariat.

2.4.3 Joint design of the training session for early-career researchers

As a follow-up of the Riga workshop, PE2020 in collaboration with BONUS designed a professional training session to further develop the skills and capabilities of early-career researchers in science-society dialogue. The training was tailored to suit the interests and needs of the researchers, thus aiming at a maximum impact and benefits. As social media provides new opportunities for flexible, easy access PE and because many of the BONUS researchers were already active bloggers, it was decided that the training session would specifically focus on social media and blogging.

The training had an ambitious aim of finding ways to reach more dialogue between science and society. The training approached PE as an interactive, two-way dialogical process between researchers, stakeholders, and citizens. Thus, the training was not targeted to one-way traditional science communication only.

The design of the training session started with a small-scale competitive tendering between three service providers. The criteria which were used in evaluating the offers included the content and innovativeness of the training offer, including its realisation, exercises and other material for the participants; the references of the service provider; prior experience of Baltic Sea -related training; and price. Finally, Kaskas Media[10] was selected as the service provider.

PE2020 held two planning sessions with the BONUS Secretariat and Kaskas Media to design the training. The training was designed so that it would provide the early-career researchers inspiring hands-on tips that they could utilise when blogging and developing material for other social media. Apart from that, the researchers were expected to gain knowledge about how to efficiently and effectively disseminate one's blog posts. As a tangible deliverable, the participants would be provided with a list of the ten most important lessons and tips about using social media. The participants would also get targeted feedback and tips based on their blog posts which were developed during the training session and after it.

As BONUS projects operate in multiple Baltic Sea countries, the training was designed so that the participants could take part in it on site in Helsinki, online with a real-time online video or online after the training session. A shared concern in designing the training was *how to ensure balanced interaction in the training also for those who would take part in it remotely*. Particular emphasis was put on guaranteeing ways to involve remote participants with online exercises and possibilities to comment the discussions on an online platform.

[10] Kaskas Media (http://kaskasmedia.fi/) is a Helsinki-based company which has broad expertise in science communication and communication in the public sector.

2.4.4. Professional training session

All interested participants were asked to register to the event online. As part of the registration, the participants were asked the following questions:

- Who are the main stakeholders for your research? Identify at least five groups, companies or individuals with an emphasis outside academia.
- What are the most effective ways of reaching them?
- Describe your current level of activity in taking part in discussion about your field on social media.
- Which social media channels are you active in?

By identifying the relevant societal and non-academic groups for one's research, these questions had the purpose of collecting background information about the participants and their current level of activity. Second, the questions also oriented the participants towards the theme of the training.

17 people responded to the questions.

The most important identified stakeholders included

- politicians and policy-makers (incl. the European Commission),
- ministries, public agencies, and local authorities (e.g., environmental protection agencies, food and health agencies),
- private companies (e.g., shipping and construction companies, equipment manufacturers, tourism industry),
- environmental NGOs and consumer associations,
- international organisations (e.g., ICES, International Maritime Organization, and HELCOM),
- the general public (esp. coastal communities, schools),
- media,
- funders, and
- other researchers and scientists.

Of all the actors and sectors, especially the fishing industry, including fishers, fisher representatives, fisheries, and fish mongers and retailers, and the agricultural industry were identified as especially relevant.

According to the researchers, the most effective ways of reaching these stakeholders were

- personal face-to-face contacts or email communication,
- short non-academic texts in websites, newspapers, and newsletters,
- policy briefs and reports,
- social media,
- workshops and conferences,
- via competent third parties, such as local authorities.

Some researchers already used social media, such as blogs, Facebook and Twitter, LinkedIn and ResearchGate, in taking part in discussions. However, many responded their current activity was very low.

The half-day training session was organised on the premises of the University of Helsinki. The participants could take part in the session either physically on site or remotely with their electronic device, such as laptop.

Altogether 37 early-career researchers registered in the training. Finally, 18 participants of the online participants introduced themselves in the Flinga platform, which was used in the training for interaction, including for asking questions[11]. In addition, three researchers reported in the registration that they would watch the training session afterwards as an online video. The participants represented altogether 13 institutions in different Baltic Sea countries (Denmark, Estonia, Finland, Germany, Lithuania, and Sweden). Participants represented 14 different BONUS projects[12].

The training was structured as follows (see the programme in appendix 2): after the opening words, the keynote speech included examples of scientists who are doing a great job on social media. Second, a targeted session on different social media channels (Twitter, LinkedIn, and Wikipedia) explained what kind of communication style is likely to work in each channel and why. The third part was targeted to tips on writing great research blogs with an emphasis on language and dissemination. Finally, the participants were offered a special blog clinic oriented to rehearsing in practice the skills for coming up with interesting and simple titles, structure, and a story.

2.4.5 Follow-up of the early-career researchers' blogs

Altogether eight early-career researchers who participated in the training wrote a new blog post within the given deadline. As a deliverable of the training session, the training organiser Kaskas Media provided a list of the ten most important lessons learned during the event and provided targeted feedback of the new blog posts. As a follow-up, PE2020 also analysed the blogs with the following criteria which reflect the wider goals of the PE2020 project:[13]

- *how the blog communicates with internal and external stakeholders?* How the audience (incl. non-academic citizens) benefits from the blog? Focus on terminology, use of visualisations, etc.,
- whether the blog *encourages a discussion* between the academics as representatives of the scholarly community and the wider audience: whether the blog urges for a debate, whether it urges for diverging views on commonly expressed values, etc.
- whether the blog includes *recommendations, suggestions or initiatives for policymaking and research*.

In their blog posts, the researchers applied different writing styles. Most relied on the format of expository texts to provide the readers scientific facts about their research area/topic in purposeful ways. One blog applied a more narrative approach and was structured in a format of an emotional story, albeit still using the blog to provide the readers up-to-date scientific findings. The rest of the blogs had the aim of presenting the work and life of an academic characterised with field trips and data analysis. It seemed that many researchers already had come with an idea of their own, personal style they wanted to have as writers, be that strictly factual, humorous, or thought provoking.

The blogs were used for offering the researchers' expertise for their audience's use. Some blogs disseminated useful knowledge that could be applied in other projects, e.g., when planning engagement activities. These blogs were successful in combining general useful knowledge and more detailed insights gained in the project. One blog had a specifically reader-friendly approach by emphasising how we all are

[11] Flinga is a Finnish application created by a software company Nordtouch. It aims at diversifying the interaction between teachers and students in the classroom. The real number of participants may have been greater than 18 as it may be that not all the participants introduced themselves online.

[12] In 2016, there were altogether 28 BONUS-funded projects, including 15 research projects and 13 innovation projects. Thus, the marketing by BONUS was successful in reaching many researchers from various projects.

[13] We acknowledge that the researchers themselves and the representatives of BONUS programme may have also other, even more important criteria with which they assess the success of the blogs.

affected by the changes under the sea surface. The connection to citizens' everyday observations brings the non-academic readers closer to the current challenges of the Baltic Sea.

In some blogs, the core message could be made yet clearer with shorter and simpler sentences. Some of the blog posts still included difficult scientific terminology (incl. abbreviations) that the wider audience may not be familiar with. Difficult terminology and the use of scientific slam terms may be an indication that the writer mainly aims to communicate with other members of the scholarly community. Still, the majority of the blogs aimed at a more general use of writing. Examples of rich and creative writing included innovative use of metaphors (e.g., algal cocktail), which are more easily understandable for non-experts as they vividly create images of the current problems of the Baltic Sea. The majority of the blog posts made use of visualisations in the form of pictures and graphs.

Some writers explicitly called for comments and further discussion concerning the blog's theme among researchers and the broader audience. In that way, these blogs succeeded in encouraging the start of a continuous dialogue about the topic of the blog by offering also their audience an active voice. Some blogs could be more explicit in requests for others to share their ideas about the particular topic of the blog post. In encouraging further debate, one blog purposefully took up the need to make priorities in tackling the challenges related to seas, e.g., balancing between the financial use of the seas and the need to protect them.

Overall, the writers could be yet clearer and more explicit in indicating *why their research is important for the societies*. For example, what implications does the research have that could improve current policy and why is it is crucial for researchers to have access to big expensive samples? However, as some of the BONUS projects of the workshop participants have started as recently as in spring 2015, and even the oldest projects in the previous year, the appropriate time for making policy and research implications will come at a later stage. Then, the blogs could and would ideally be used for communicating cutting edge results and making for instance initiatives for improving current policies at the national, regional and European level. At this early phase of the projects, the blogs are especially useful in rehearsing the communication and interaction skills of researchers, which may then be efficiently used at a later stage when the research results are complete.

2.4.6 Interviews with the early-career researchers

To be able to take into account researchers' own ideas and experiences, PE2020 also briefly interviewed seven of the eight researchers who had come up with a new blog post after the training. The interviews were conducted either by Skype or face to face in Helsinki depending on the location of the researcher. The interviews focused especially on the possible changes in attitudes or behaviour as a result of the training (reported separately in 3.2).

The interviews focused on the following themes:

- the role of social media in supporting one's work as researcher,
- what kinds of readers the blog is meant for,
- assessments how the blog at the moment communicates with internal and external stakeholders, personal strengths and room for improvement,
- received feedback and responding to it,
- the blog's possible benefits for the readers,
- assessments how the blog is able to reach its readers.

The different arenas of social media were seen to have many benefits for early-career researchers. These included possibilities to hear about current discussions, courses, research results, and what colleagues and

interesting companies are doing; exchanging ideas and advice (e.g., collaborative problem-solving), tips for teaching; possibilities for spreading one's own and others' new research results, hearing about new research results; networking and opportunities to get in touch with people one would like to collaborate with. One person even commented social media had been useful in getting a new job.

According to the interviews, the training encourages the participants to pay more attention to the technical implementation of blogging and also to identify the interaction elements in blogs and discussion. The technical implementation was closely connected to the training session. However, the training also offered the capacity to act independently in the social media in research-related themes, and the overall capacity to act as an independent researcher. It also increased enthusiasm to professional development. These factors support not only one's capacity in social media, but the development of researcher's identity. We estimate the research groups to receive something that would have been absent without blog postings by the early-career researchers.

Social media was seen to carry a lot of potential as it is accessible by most stakeholders and citizens in the Baltic Sea area. Blogging, more specifically, had helped the researchers to think about one's research in a societal perspective by having to clarify also to oneself what exactly one's research is about and why it is important. Blogs were used in combining different aspects of specified research into comprehensible wholes.

The researchers tried to attract different audiences for their blogs. Majority aimed to target stakeholders (including policy-makers, university students, environmentalists, politicians, fishermen, and boaters), whereas the minority aimed to attract foremost members of the scientific marine community. One blog aimed to target a yet wider audience, including children. Overall, the researchers were very eager to communicate with stakeholders, seeing much potential in exchanging ideas and being more aware of each others' current work, activities, and ways of thinking.

The blogs were aiming at a variety of benefits from the perspective of readers. Blogs were used to extract applicable knowledge from the extensive projects for the various stakeholders' usage. One blogger saw researchers in social media as the mediators between the complex world of science and the general public. Blogging was hoped to generate practical goods, such as creating public awareness about environmental issues in the Baltic Sea, for example, by feeding ideas about ecological ways to live and consume. Overall, blogging was seen as a fruitful way to educate the stakeholders and the wider society about the most recent scientific discoveries in the field, so they could take this information into account when developing policies or when forming an opinion of a certain issue. Blogging was also used to illustrate what the daily work of researchers is like, including field trips, data analysis, and publishing. This may itself be valuable as some stakeholder groups or citizens may have a biased view of the daily life of academics.

When writing a blog, a typical concern among the early-career researchers was how to simplify complex scientific issues without portraying oneself as 'too simple' especially in the front of other academics. Still, one researcher noted that academics are also non-experts and novices in most substance areas, so it would always be appreciated if one can write in an understandable and somewhat amusing way for non-experts.

The most widely used dissemination channels for the blogs were project-related, BONUS-related and personal Facebook and Twitter accounts, project emailing lists and web pages, BONUS briefings and online

newsletters. A wide concern was how the blogs could reach readers outside the direct BONUS community. This was related to the fact that the academics were unaware of who the readers of their blogs were, especially if they had not so far received any feedback. The majority of the received feedback had up to date come from colleagues, the training provider, and friends. However, the academics stated it would be rewarding if the blogs entailed more dialogue from different actors: more feedback, challenging or supportive comments and ideas from readers outside the closest work environment.

Related to dissemination activities, some academics were concerned about the information overload on the web and how one could separate oneself from the mass. Also, some were cautious about 'spamming' their colleagues and acquaintances about their blogs.

3 Impact of the pilot

3.1 Feedback from the organisers

According to the organisers (the BONUS Secretariat), the training session – including its preparation, marketing and implementation – spurred enthusiasm both at the programme level and at the level of individual academics. Several tangible effects were observed. First, after the training session, the visits to the blog site increased dramatically. Second, as a result of the training, new blog posts were developed, including ones from totally new bloggers. Third, the new blog posts resulted in creating some more activity in the form of comments and responses, which may serve as a seed in starting a more intensive dialogue on the blog site in the future. Fourth, the Secretariat had observed qualitative improvements in the blogs, including their titles, argumentation, and structure.

The training session was also followed by reflections about BONUS creating some updated guidelines for bloggers, for example, how to promote the blogs even better and how to improve their visibility.

3.2 Feedback from the early-career researchers

In addition, feedback was collected from the early-career researchers.

Kaskas Media in collaboration with BONUS and PE2020 conducted a survey after the training session. As part of the survey, PE2020 had the opportunity to inquire experiences of the usefulness of training, possible effects on personal empowerment, and ideas on further activities. The feedback focused on the following aspects:

- the overall value of the training session,
- the technical and practical arrangements,
- most useful and least useful parts of the training,
- ideas for follow-up activities that BONUS could organise,
- prior formal training in science communication,
- prior experience in writing BONUS blogs,
- interests to start a blog as a result of the training,
- changes in writing about one's research as a result of the training,
- use of social media in spreading one's blog posts,
- personal feelings about communicating one's research in social media.

Altogether seven participants gave feedback on the training. All the respondents stated the training had been either useful, extremely useful or partly useful. Majority of the respondents identified the blog clinic the most useful part of the training. None of the respondents had received any prior formal training in science communication, which underlines the need for providing it.

As for further activities, the respondents suggested organising workshops focused on writing for non-academic audiences, follow-up activities focusing on blogs, security issues, plagiarism, and google indexing. Six respondents had not written a BONUS blog prior to the training. As a favourable outcome of the training, all but one responded they now considered starting one. The training was reported to have some positive consequences of encouraging researchers to communicate about their research to a wider audience and proposing innovative ways how to use channels such as Wikipedia and blogs as platforms.

Concerning the blogs, the training had made the participants think more thoroughly about the importance of non-technical language and the importance of titles and a working structure when writing blogs.

As described, PE2020 complemented the feedback by briefly interviewing researchers who had written a new blog post within the given deadline after the training. Three of the interviewed new bloggers had launched a blog inspired by the training. At least one participant had created a new Twitter account. As a result of the training, the researchers stated they now had a more conscious approach to blogging.

It is not always easy to write in understandable ways about complex scientific topics for a wider audience. According to the interviewed researchers, the training had been most beneficial in clarifying in tangible terms ways to write to non-scientific audiences on the web, including tips to use simple terminology and guidelines for the structure of the blog posts. Also the focus on the use of pictures and visualisations was seen as a good reminder how to design attractive blogs. The training was also seen as a useful checkpoint for receiving feedback on one's writing. Thus, the pilot initiative succeeded in developing new capacities, including new professional skills, for the academics.

3.3 Advantages

The innovativeness of the pilot initiative lies in the combination of active contribution by a research and development programme, which provides a platform, support and inspiration for science outreach, and junior-level researchers, who are given ample freedom to try out blogging as a PE tool and to learn gradually by experimenting.

The younger generation of academics proved to be a fruitful target group for a pilot case oriented in social media and blogging as they were both motivated and eager to try and learn new things. For them, blogging may serve as a first, low-threshold PE activity before trying other, more advanced PE tools. As one early-career researcher noted in an interview after the training, some senior researchers may think 'science is a serious thing' and that academics should not waste their time in outreach activities. On the contrary, many members of the younger generations have a more open approach and use social media also for personal matters. Thus, the threshold for blogging about work-related matters may be lower.

The BONUS blog site itself is unique as it provides a stable forum for the academics and stakeholders in an international, extensive context of the Baltic Sea research and innovation, which encompasses a variety of actors. The BONUS blogs website itself serves as a platform for dialogue between the scientific community and stakeholders. Opportunities for its extension are significant, especially if more debate in the form of feedback and comments gradually emerges. Also other international programmes may benefit from launching such a platform.

The pilot initiative also succeeded in boosting the public engagement activities of BONUS by offering reflections on its various possibilities and useful consequences. Thus, we conclude mediator organisations which boost PE may have an inspiring positive effect on the key actors of supranational research and development programmes.

3.4 Obstacles

One practical obstacle in the pilot initiative was related to finding enough time for PE2020 and the partner organisation to design and implement the pilot interventions. Due to busy schedules and time constraints, the initiative faced some lags in the original planned schedule.

Another obstacle relates to the sometimes occasional character of having and maintaining a dialogue as part of academically-oriented blogs, e.g., due to the contingency of which groups happen to find the blog sites. This raises a question how suitable blogs are for more advanced forms of PE, such as public deliberation and public participation.

It should also be noted that training needs are ample and cannot realistically be fulfilled by only a few training sessions. To encourage early-career researchers' blogging activities, universities, research institutes and individual projects should also take responsibility in supporting the maintenance and development of the researchers' professional skills in science outreach.

4 Grand Challenges addressed

The pilot initiative is related especially to two societal challenges identified in the Horizon 2020 Framework Programme. These include the societal challenges on

- food security, sustainable agriculture and forestry, marine and maritime and inland water research, and the bioeconomy,
- climate action, environment, resource efficiency, and raw materials.

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Appendix 1. Leaflet about the Futures workshop in Riga.

PE2020 Futures workshop for young scientists: public engagement in research

16 June 2015, 9.00–10.30, Auditorium No. 6M, Department of Biology, University of Latvia, Riga

How would you spend one day with a science communication expert? Have your say in defining future training opportunities for young researchers!

BONUS has been chosen as a pilot case of the PE2020 project on Public Engagement Innovations for Horizon 2020 which is funded by the EU's 7th Framework Programme. In this context, PE2020 will organise a futures workshop on public engagement in research as part of the BONUS Young Scientists Club activities. The aim of the workshop is to deliberate the possibilities of new types of interactive science communication and public engagement tools and methods viewed useful to and by the young scientists themselves around the Baltic Sea. As a result of the workshop, further professional training will be tailored to the needs of young scientists working on BONUS-funded projects. The workshop continues the public engagement activities of the BONUS Young Scientists Club, e.g., the public engagement workshop held during the 9th BSSC in 2013 in Klaipeda and this year's BSSC's transferrable skills workshop by Hugh Kearns which will partly also cover the topic of public engagement. The insights resulting from the futures workshop led by the PE2020 project will be used to support EU science policy planning by developing better practices of public engagement in research.

Programme outline

Public engagement in research

- Science policy interface
- What is public engagement in research (examples: citizen science, crowdsourcing, deliberative panels, 21st century town meetings, town halls)?

Benefits of public engagement, motivations for engaging stakeholders and citizens

- Why is public engagement important for the society and for researchers?
- Motivational factors for engaging with stakeholders and the public
- How should public engagement activities be acknowledged in research education and research career?

Young scientists' activities in public engagement

- Good experiences
- Bad experiences
- Limitations

Needs for additional training and support

- What about the idea of Soapbox Science?
- What about the use of social media?
- Other ideas

Plan for future activities

- What kind of new knowledge and skills would be relevant for you?
- How would you spend one day with a science communication expert?

Appendix 2. BONUS young scientists' training.

Information for taking part in the BONUS young scientists' training, 7 March 2016

Dear BONUS young scientist,

Thank you for registering for the BONUS young scientists' training event sponsored by PE2020! The training takes place on 7 March, 2016 at 13:00-16:00 EET (12:00-15:00 CET) online or on site at the University of Helsinki city campus, Finland.

Below you can find instructions for your selected form of participation, some general information and the programme.

Attending

1) To attend the training on site go to the University of Helsinki's Learning Centre Aleksandria (Fabianinkatu 28, Helsinki), room K132. The room is situated at level K (one floor below the street level). You will need a device for writing, so remember to take either your own laptop or tablet with you!

2) To take part online in real-time on the day at 13:00 EET (i.e. 12:00 CET) onwards:

a) please go to http://vn-rec.it.helsinki.fi
b) log in to the service with the ID number 649350
c) select the BONUS-PE2020 training video (red recording tab will be on) from the list start watching by clicking on the Play icon in the middle of the video
d) Join Flinga platform (see instructions how to join Flinga below)

3) If you are unavailable on 7 March, the online video will remain viewable for the following week until noon 14 March (However, if in any way possible, we strongly recommend for you to opt for the real-time event on 7 March and get the full benefit of the interactive training session that uses the Flinga platform.):

a) please go to http://vn-rec.it.helsinki.fi
b) log in to the service with the ID number 649350
c) select the correct video on the list
d) start watching by clicking on the Play icon in the middle of the video

Joining the interactive FLINGA platform

To interact with each other during the training session, we'll be using Flinga, which is a really easy tool for online classrooms. You can access Flinga through your browser from any device.

Open this link: https://demo.flinga.fi/

In the ACCESS CODE field, type 97Y3D9

You should then automatically enter our Flinga wall, where you can post questions and comments (and even photos!) during the training. Just write anything you want to say in the Message field and click Send. If you are using a mobile device, click Send first and the Message field will open.

The Kaskas community managers will do their best to help and will pass your messages on. If you have problems accessing the board, email annaliina@kaskasmedia.fi as quickly as possible.

During the training, you will be asked to think about certain questions related to our topic. You can post your answers on the Flinga wall. Further instructions will follow during the event!

On the day

13.00: Coffee and opening words

13.15–13.45: Keynote, Liisa Mayow, Kaskas Media: *Which scientists are doing a great job on social media? Steal their secrets.*
Talk includes a wide variety of examples about successful outreach-minded researchers and their personal brands on social media.

13.45–14.25: *Channels: What works where and why?*
Three mini talks on the basics of three social media channels: Twitter, LinkedIn and Wikipedia. Special emphasis on language and style.

14.40–15.00: *How to write a great research blog: 5 practical tips*
An introduction to quality blogging in a research context. The talk covers all key aspects of blogging, from getting ideas for posts to post structure, language, and how to ensure your blog gets noticed.

15.00–15.45: *Exercise: Blog clinic*
Writing a headline and a short synopsis for the next blog post using the advices and support from professionals. Direct feedback is given to help developing the synopsis into an engaging blog post for the BONUS site.

15.45–16.00: *Wrap-up and follow-up plans.*
After the training participants have 2 weeks (deadline 18 March) to develop and post their individual blog posts to the BONUS projects' website at www.bonusprojects.org/blogs. Kaskas

Media will give general feedback for all participants based on these blogs within 1 week from the deadline.

In case of any further questions you may have, please contact Laura Eskelinen, BONUS Communications Trainee laura.eskelinen at bonuseeig.fi, or Maija Sirola, Communications Manager maija.sirola at bonuseeig.fi.