Content Design Template - Version 2

1. Core Information Table

CORE INFORMATION		
COURSE NAME *This field will be copied into the COURSE NAME field in Moodle*.	**EXAMPLE** e.g. Introduction to citizen science for journalists	**YOUR TEXT**
INTENDED AUDIENCE *It is important to be very clear about who the audience is before you start designing your module content. Once you know who the audience is, engage with them early on in the design process to make sure the content, language, structure is appropriate*.	**EXAMPLE** e.g. journalists - especially in the fields of science, technology, environment, and health that want to learn the basics of citizen science for the purpose of dealing with an assignment.	**YOUR TEXT**
COURSE SUMMARY *This field will be copied into the COURSE*	**EXAMPLE** e.g. This is a free course of an hour and a half, that provides an introduction to	**YOUR TEXT**

SUMMARY field in Moodle. Refer to section 2.3.1 of the module design guidelines. Always use the following structure: approx 150 words - first part describes length of course "This is a free course of 1.5 hours", second part describes who the course is for and if any prior knowledge is needed. Third part explains the significance of the course, why the learner should take it i.e. learning objectives, and then the topics that are covered in the course. Finally, insert details of a code (enrolment key) that needs to be entered in order to enrol on the course, this can be anything you want it to be and will be configured in Moodle once the course has been created.	citizen science, which is a form of active public engagement in science. It is designed to assist journalists who need to understand citizen science in their reporting. No prior knowledge in science reporting is needed for this course.) The interest in citizen science, the number of projects, and the number of people who participate in such activities have grown significantly over the last decade. By the end of this course, the learner will: - be able to explain the historical background and current activities in citizen science, by identifying key terms and concepts; - identify the major challenges in citizen science projects, including data quality, motivation, working with volunteers, and sharing information; - analyse the contexts in which citizen science can be integrated within news stories. The enrollment key to this course is: CitSciNews.	

COURSE IMAGE *This image will be the main header/ cover image for the course. You will need to complete the image in the third column for all images that you plan to use in the course.*	**EXAMPLE** **File name**: - science bus.jpg **Source (where you found the asset)**: - Unsplash - https://unsplash.com/s/photos/community-science **Location in the course**: - Main course image **Rights** (*who owns the copyright - even if all the assets are owned by you or your organisation it is a good idea to record this in the asset register)*: - CC-By **Attribution** (who to credit for the image): - UCL_Excites **Clearance approved to release asset as Creative Commons** (*you can use this for notes about the clearance and date of clearance*): - Yes, approved by Muki Haklay on the 3rd of March 2020.	**YOUR TEXT** **File name:** **Source:** **Location in the course:** **Rights:** **Attribution:** **Clearance approved to release asset as Creative Commons (CC):** **Acknowledgement:** **Image Alt-Text:**

	Acknowledgement (*what needs to be listed about this asset on the acknowledgements page if the item belongs to a third party or if the organisation releasing the course wishes to retain 'All rights reserved' rather than use a Creative Commons licence for this asset*): - cc-by 4.0 UCL ExCiteS **Image Alt-Text** (*Alt-text is a description assigned to an image that can be used to describe an image to visitors who are unable to see them or visually impaired*): - White camper van with different science and do-it-yourself symbols parked in front of a high rise building. This is the science bus of the Doing-It-Together Science project.	
COURSE LENGTH: *The time it takes to complete the course from the start of the Welcome and Introduction to the end of*	**EXAMPLE** e.g. 1.5 hours	**YOUR TEXT**

the final self-assessment quiz.		
TOPICS/ SECTIONS		
NUMBER OF TOPICS/ SECTIONS IN THE MODULE *Refer to section 2.4 of the module design guidelines. Note that there are 4 standard sections that will appear in every module - 'Welcome and introduction', 'Summary and self-assessment', 'Further information and learning', 'Sources and acknowledgements'*]	**EXAMPLE** e.g. 5 + 4 standard sections	**YOUR TEXT**

TITLE AND SHORT DESCRIPTION OF EACH SECTION *This information will help you understand broadly the content you want to include in the module.*	EXAMPLE **Welcome and introduction to the course** - introduction to the course from the course tutor. Overview of the content and the learning outcomes. Teaser and a sample story of citizen science achievements. **Section 1**: c*itizen science in five stories:* a description of historical examples of activities that will be called citizen science, and an overview of the type of activities that people engage in citizen science. **Section 2**: *terminology:* to assist the process of learning about citizen science, we introduce common terms that are being used to describe citizen science, and some of the issues with these terms (e.g. the term “citizen” in the US) **Section 3**: *challenges and opportunities in citizen science:* issues that are commonly discussed with citizen science - data quality, engagement with volunteers, motivations, opportunities that citizen science offer in terms of	YOUR TEXT

	engagement, science literacy, awareness to issues, skills **Section 4**: *Social and political impacts*: an overview of the impacts that participation in citizen science can lead - awareness and science literacy to impacts on policy and information that contribute to climate change studies. **Section 5:** *citizen science in the news*: introduction to some of the existing use of citizen science in journalism and the type of stories that can be told about citizen science activities. Organisations and individuals that can be contacted for commentary on citizen science **Summary and self-assessment** - summary of the course and end-of-course quiz **Further information** - other sources of information and further learning on citizen science **Sources and acknowledgements** - a list of sources that are used in the course.	

2. Detailed Section Plan

Please read section 2 of the module design guidelines before proceeding with your detailed section plan. **You will need to copy and paste some of the template to create additional sections and subsections depending on how many of each you choose to have.**

SECTION TITLE, TIME REQUIRED TO COMPLETE THE SECTION, AND A ONE SENTENCE DESCRIPTION OF WHAT'S CONTAINED IN THE SECTION:

e.g. Welcome and introduction (5 minutes). In this section we will give you a brief overview of the course content.

Subsection Number *(we suggest using a numbering system to number all the subsections within a section):*

e.g. 1.1

Subsection title (*the header under which the content will come under):*

e.g. What can we expect to learn from this course?

Subsection content type *(the content or task you're proposing to include):*

e.g. Introduction to the course: structure, practical, assignment, reading and use of Moodle

Subsection delivery method *(the means by which you aim to deliver it, being as specific as possible):*

e.g. A one-minute video, introducing the course to the learner & introduction of who made the course, and what is covered in it.

Subsection rationale (*rationale for including this content):*

e.g. Welcome the student, provide assurance about the credibility of the course, and set expectations for engagement

Subsection content *(this is an entire transcript for this content item. This is the content that will be copied across to Moodle/ used in audio or video content (If you plan to include images then please fill in the Digital Assets Register in Section 5)):*

e.g. Welcome to the Introduction to Citizen Science course. My name is Muki Haklay and I am a professor in the….

Subsection Number *(we suggest using a numbering system to number all the subsections within a section):*

e.g. 1.2

Subsection title *(the header under which the content will come under):*

e.g. Course overview

Subsection content type *(the content or task you're proposing to include):*

e.g. Overview of the course structure in text and a slides+audio - explaining the elements that will appear in each class

Subsection delivery method *(the means by which you aim to deliver it, being as specific as possible):*

e.g. Text

Subsection rationale (*rationale for including this content):*

e.g. Familiarity with the mezzo-structure of the course and the reason to learn it

Subsection content *(this is an entire transcript for this content item. This is the content that will be copied across to Moodle/ used in audio or video content (If you plan to include images then please fill in the Digital Assets Register in Section 5)):*

SECTION TITLE, TIME REQUIRED TO COMPLETE THE SECTION, AND A ONE SENTENCE DESCRIPTION OF WHAT'S CONTAINED IN THE SECTION:

e.g. 2. Citizen Science in Five Stories (18 minutes). A description of historical examples of activities that will be called citizen science, and an overview of the type of activities that people engage in citizen science

Subsection Number *(we suggest using a numbering system to number all the subsections within a section):*

e.g. 2.1

Subsection title (*the header under which the content will come under):*

e.g. Introduction to the section (2min)

Subsection content type *(the content or task you're proposing to include):*

e.g. An explanation of how we are going to cover the history of citizen science in five stories.

Subsection delivery method *(the means by which you aim to deliver it, being as specific as possible):*

e.g. Text

Subsection rationale (*rationale for including this content):*

e.g. We want the learner to appreciate the time over which citizen science has been around and how some of the earliest known scientists were in fact cs.

Subsection content *(this is an entire transcript for this content item. This is the content that will be copied across to Moodle/ used in audio or video content (If you plan to include images then please fill in the Digital Assets Register in Section 5)):*

Subsection Number *(we suggest using a numbering system to number all the subsections within a section):*

e.g. 2.2

Subsection title *(the header under which the content will come under):*

e.g. Mary Anning and Lyme Regis dinosaurs

Subsection content type *(the content or task you're proposing to include):*

e.g. Telling the story of Mary Anning and her discoveries, and what it meant to be an amateur, female scientist at that time.

Subsection delivery method *(the means by which you aim to deliver it, being as specific as possible):*

e.g. Text and an image (image name maryanning.jpg)

Subsection rationale (*rationale for including this content):*

e.g. Demonstration of exclusion from scientific practice and the ability of people from all walks of life to contribute.

Subsection content *(this is an entire transcript for this content item. This is the content that will be copied across to Moodle/ used in audio or video content (If you plan to include images then please fill in the Digital Assets Register in Section 5)):*

Subsection Number *(we suggest using a numbering system to number all the subsections within a section):*

e.g. 2.3

Subsection title *(the header under which the content will come under):*

e.g. Fred and Moonwatch

Subsection content type *(the content or task you're proposing to include):*

e.g. Telling the story of how volunteers were responsible for spotting the first satellite.

Subsection delivery method *(the means by which you aim to deliver it, being as specific as possible):*

e.g. Text and image (image - satellite.jpg)

Subsection rationale (*rationale for including this content):*

e.g. Another demonstration of the valuable contribution of volunteers to scientific discoveries and how they speed up the pace of science.

Subsection content *(this is an entire transcript for this content item. This is the content that will be copied across to Moodle/ used in audio or video content (If you plan to include images then please fill in the Digital Assets Register in Section 5)):*

Subsection Number *(we suggest using a numbering system to number all the subsections within a section):*

e.g. 2.4

Subsection title *(the header under which the content will come under):*

e.g. Big Garden Birdwatch

Subsection content type *(the content or task you're proposing to include):*

e.g. Telling the story of a national scale citizen science project that educate young people and engage families.

Subsection delivery method *(the means by which you aim to deliver it, being as specific as possible):*

e.g. Text and image (image - RSPBBGB.jpg)

Subsection rationale (*rationale for including this content):*

e.g. a demonstration of the number of participants that get involved in CS.

Subsection content *(this is an entire transcript for this content item. This is the content that will be copied across to Moodle/ used in audio or video content (If you plan to include images then please fill in the Digital Assets Register in Section 5)):*

Subsection Number *(we suggest using a numbering system to number all the subsections within a section):*

e.g. 2.5

Subsection title *(the header under which the content will come under):*

e.g. Kevin, Chris and the galaxies

Subsection content type *(the content or task you're proposing to include):*

e.g. Telling the story of Zooniverse as an example of crowdsourcing.

Subsection delivery method *(the means by which you aim to deliver it, being as specific as possible):*

e.g. Text and image (image - zooniverse.jpg)

Subsection rationale (*rationale for including this content):*

e.g. Demonstration of the power of the internet within CS and the value of crowdsourcing

Subsection content *(this is an entire transcript for this content item. This is the content that will be copied across to Moodle/ used in audio or video content (If you plan to include images then please fill in the Digital Assets Register in Section 5)):*

Subsection Number *(we suggest using a numbering system to number all the subsections within a section):*

e.g. 2.6

Subsection title *(the header under which the content will come under):*

e.g. Shannon and DIY

Subsection content type *(the content or task you're proposing to include):*

e.g. Telling the story of Public Lab as an example of bottom up, environmental justice projects.

Subsection delivery method *(the means by which you aim to deliver it, being as specific as possible):*

e.g. a short video (3 mins) interview with Shannon (video - shannoninterview.avi)

Subsection rationale (*rationale for including this content):*

e.g. gives an example of CS at the opposite end of the spectrum from crowdsourcing and contributory.

Subsection content *(this is an entire transcript for this content item. This is the content that will be copied across to Moodle/ used in audio or video content (If you plan to include images then please fill in the Digital Assets Register in Section 5)):*

Subsection Number *(we suggest using a numbering system to number all the subsections within a section):*

e.g. 2.7

Subsection title *(the header under which the content will come under):*

e.g. Overview of citizen science activities today

Subsection content type *(the content or task you're proposing to include):*

e.g. Bringing the stories together and introducing some key terms - volunteer thinking/ collective intelligence, ecological observation, community science.

Subsection delivery method *(the means by which you aim to deliver it, being as specific as possible):*

e.g. Text and 2 images (image 1 - butterfly monitoring.jpg, image 2 - volunteerscheering.jpg)

Subsection rationale (*rationale for including this content):*

e.g. Helps the learner link all the different stories and examples

Subsection content *(this is an entire transcript for this content item. This is the content that will be copied across to Moodle/ used in audio or video content (If you plan to include images then please fill in the Digital Assets Register in Section 5)):*

Subsection Number *(we suggest using a numbering system to number all the subsections within a section):*

e.g. 2.8

Subsection title *(the header under which the content will come under):*

e.g. Summary

Subsection content type *(the content or task you're proposing to include):*

e.g. A summary of the key points we've covered in this section

Subsection delivery method *(the means by which you aim to deliver it, being as specific as possible):*

e.g. Text

Subsection rationale (*rationale for including this content):*

e.g. Summarise the key points to re-inforce learning.

Subsection content *(this is an entire transcript for this content item. This is the content that will be copied across to Moodle/ used in audio or video content (If you plan to include images then please fill in the Digital Assets Register in Section 5)):*

Subsection Number *(we suggest using a numbering system to number all the subsections within a section):*

e.g. 2.9

Subsection title *(the header under which the content will come under):*

e.g. Quiz

Subsection content type *(the content or task you're proposing to include):*

e.g. A one question quiz to test knowledge and understanding of the content in this section.

Subsection delivery method *(the means by which you aim to deliver it, being as specific as possible):*

e.g. Quiz

Subsection rationale (*rationale for including this content):*

e.g. Helps to re-inforce learning

Subsection content *(this is an entire transcript for this content item. This is the content that will be copied across to Moodle/ used in audio or video content (If you plan to include images then please fill in the Digital Assets Register in Section 5)):*

3. Final Quiz Structure (for the 'Conclusion and Self-Assessment section)

The final quiz is made up of 10 questions. If the learner passes 50%, they can get a certificate of completion for the course. The questions should use Bloom's taxonomy, and aim to be 30% on knowledge of issues covered in the course, 30% comprehension, 20% application and 20% analysis/synthesis.

What?	**How? Type of question**	**Why?**
e.g. The five cases that were introduced in part one are related to five common terms that describe similar practices today, can you associate them?		Testing comprehension of topic 1
1 _____	_____	_____
2 _____	_____	_____
3 _____	_____	_____
4 _____	_____	_____
5 _____	_____	_____

6 _____	_____	_____
7 _____	_____	_____
8 _____	_____	_____
9 _____	_____	_____
10 _____	_____	_____

4. Equality Impact Assessment

Be sure to carry out an equality impact assessment as part of the design process for your module.

Characteristics	**Issues and mitigation**	**Your response**

e.g. Age	e.g. Ensure that material is inclusive for different age groups. This course is aimed at acting journalists, who will be within working ages (25-70) and therefore the material should be presented in a way that is suitable for this group. The font should be readable to older adults.	
e.g. Disability	e.g. There is a need to ensure that a learner with disability can access the material. Care will be given for visually impaired learners, and also to those that are having dexterity issue in the selection of questions and options in quizzes and in interactive parts	
e.g. Race	e.g. Citizen science has underrepresentation of people from Black backgrounds, and the material should include recognition of disparities and the potential for inclusiveness	
e.g. Religion and Belief	e.g. The text should be written in a way that it recognises differences in religious beliefs	

e.g. Sex (Gender)	e.g. Gender issues in science are well established and the examples that will be used in the unit should balance gender and provide appropriate role models	
e.g. Sexual orientation	e.g. The material should not be prejudiced against people with different sexual orientation	

5. Digital Assets Register

For each asset that you are planning to use, fill in the below metadata. Copy the below table and delete out the examples and then add your own responses. You will need a separate table per asset.

Image Example	
Name and description (*describe the asset*)	e.g. Course cover image - Science Bus
File type (e.g. *jpg, png, mp4*)	e.g. jpg

File name (e.g. *DCN1234.jpg*)	e.g. science bus cover image.jpg
Source URL (*where you found the asset online*)	e.g. None
Location in the course (*in which section / subsection*)	e.g. My Documents > Cover image of the course
Rights (*who owns the copyright - even if all the assets are owned by you or your organisation it is a good idea to record this in the asset register*)	e.g. CC-By
Attribution for third party asset (*attribution to use with third party asset*)	e.g. UCL ExCiteS
Clearance approved to release asset as Creative Commons (*you can use*	e.g. Approved by John Smith

this for notes about the clearance and date of clearance)	
URL in the course (*URL for where the asset will appear in the course*)	
Acknowledgement (*what needs to be listed about this asset on the acknowledgements page if the item belongs to a third party or if the organisation releasing the course wishes to retain 'All rights reserved' rather than use a Creative Commons licence for this asset*)	e.g. cc-by 4.0 UCL ExCiteS

Video Example

Name and description (*describe the asset*)	e.g. NSF citizen science video
File type (e.g. *jpg, png, mp4*)	e.g. YouTube link
File name (e.g. *DCN1234.jpg*)	
Source URL (*where you found the asset online*)	e.g. https://youtu.be/5ijSk-QWwjw
Location in the course (*in which section / subsection*)	e.g. Introduction to the course
Rights (*who owns the copyright - even if all the assets are owned by you or your organisation it is a good idea to record this in the asset register*)	e.g. Copyright, can be freely distributed in its entirety

Attribution for third party asset (*attribution to use with third party asset*)	e.g. US National Science Foundation
Clearance approved to release asset as Creative Commons (*you can use this for notes about the clearance and date of clearance*)	e.g. Provided in the video
URL in the course (*URL for where the asset will appear in the course*)	
Acknowledgement (*what needs to be listed about this asset on the acknowledgements page if the item belongs to a third party or if the organisation releasing the course wishes to retain 'All rights reserved' rather than use a*	

Creative Commons licence for this asset)	