**ENCOURAGING SCIENCE COMMUNICATION AT POSTGRADUATE LEVEL – A CASE STUDY**

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**The UWA Oceans Institute Student Video Competition**

The primary goal of the competition was to increase the impact of postgraduate research on industry, government and society. In addition, this competition was designed to help:  
- Showcase the talent of the next generation researchers to potential future employers  
- Provide postgraduates with the skills to communicate their research to industry and society in innovative and effective ways  
- Encourage postgraduate students to adopt novel and effective communication methods

**Training Component**

A series of workshops was run alongside the competition to provide postgraduate students with skills in storyboarding, video techniques and video editing.

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**Broader challenges in Postgraduate Training**

Complimentary Skills also prepare Postgraduates better for academic and non-academic careers. The National Innovation and Science Agenda in Australia [3] aims to:  
- “Deliver graduates with the skills required to build careers in academia and other sectors of the labour market”;  
- “Support collaboration with industry and other research end-users; and introduce innovative structures and arrangements, which increase the skills and employability of research graduates, such as business placement and relevant coursework in appropriate research fields”

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**Student feedback**

**Did you have any experience in video production prior to this competition?**

- Yes: 15%  
- No: 85%

**Will you continue to use videos to promote your research?**

- Yes: 92%  
- No: 8%

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**Conclusions**

1. The video competition is likely to increase research communication through video in the future.  
2. Self-motivation and encouragement from seniors (i.e. top-down) are equally important.  
3. Many students reported participation was a positive experience, although they had prior reservations regarding participation in the competition (e.g. lack of time).

A video competition can be a useful tool to engage postgraduate students in science communication, if the environment is supportive of it and/or the student sees benefits in promoting their own research.

These findings confirm Besley’s theory [2], that researchers are more likely to engage in science communication, if they think they are good at it, i.e. they must have had a positive experience.

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**References**

