EU GREEN
EUROPEAN ALLIANCE

UNIVERSIDADE DE ÉVORA

COMMUNICATION

Pitch your PhD

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or European Education and Culture Executive Agency (EACEA). Neither the European Union nor the granting authority can be held responsible for them.

Project coordination:

Hernâni Oliveira
Carlos Godinho
Cesaltina Pires
Susana Reis

Authors:

Adriana Gil
Ana Paula Machado
Aramid Gomes
Bruno Macêdo
Carmo Silva
Daniela Guerreiro
Gonçalo Silvério
João Ricardo
Laura Melgão
Miguel Advinha
Sara Vaz
Vânia Lúcia Martins

Recordings by:

Gabinete de Apoio às Tecnologias Digitais, Audiovisuais e Multimédia Serviços de Informática

ISBN 978-972-778-529-2
Universidade de Évora

Index

This ebook is dedicated to the art and practice of science communication in contemporary academia. Developed within the framework of the EU GREEN Alliance, it explores why and how research must be communicated beyond academic circles, emphasizing clarity, narrative, and engagement as essential skills for today's researchers. The chapters guide readers through the construction of impactful research stories, the mastery of verbal and non-verbal delivery, and the strategic use of visual aids and recorded presentations.

A highlight of the book is the inclusion of twelve recorded presentations by doctoral students from the University of Évora, produced for the inaugural edition of the EU GREEN "3-Minute Fame" competition in 2025. These cases illustrate how young researchers transformed complex projects into concise, accessible, and compelling narratives under the strict three-minute format. They serve as practical examples for reflection, inspiration, and empirical analysis, demonstrating how science communication can enrich public dialogue, strengthen trust, and build bridges between research and society.

This ebook is therefore both a practical manual and a repository of examples, designed to support doctoral candidates, early-career researchers, and educators in fostering communication that is socially robust and aligned with the needs of the communities science serves.

The European University Alliance for Sustainability

Responsible Growth, Inclusive Education and Environment

EU GREEN

The European Universities Initiative, created by the European Commission, is one of the most ambitious projects in the recent history of higher education in Europe. Its aim is to transform the way universities cooperate across borders by creating deeply integrated, long term and sustainable alliances. Through this initiative, universities are encouraged to develop joint programs, strengthen mobility, share resources, and combine their strengths in education, research and innovation. At the same time, they are asked to engage with society in order to ensure that higher education remains connected to the needs and challenges of our time.

Today, more than seventy European University Alliances have been established, linking together almost seven hundred institutions of higher education. These alliances bring together universities of different sizes, with varied profiles and geographical locations, from central metropolitan institutions to regional universities deeply rooted in their local communities. This diversity is one of the key strengths of the initiative because it allows each alliance to build on complementary expertise and to address global issues with a rich variety of perspectives.

Among these alliances, the European University Alliance for Sustainability: Responsible Growth, Inclusive Education and Environment, known as EU GREEN, occupies a particularly significant place. Its mission is to place sustainability and responsibility at the center of the academic and research agenda while also ensuring that inclusion and equity are respected across all of its activities. The alliance brings together nine partner universities:

The governance of EU GREEN is based on collaboration and equality among its members. A Board of Rectors defines the general direction of the alliance, while executive committees and thematic working groups coordinate specific areas of activity. These areas include education, research, innovation, mobility, civic engagement, inclusion, and communication. By ensuring that every institution has a role and a responsibility, the alliance embodies the European ideal of cooperation and shared progress.

In the field of education, EU GREEN is creating joint academic programs that prepare students for the complex challenges of the twenty first century. These include joint and double degrees, as well as blended intensive programs that combine online and in person components. Such programs allow students to study across borders and to gain a genuine European perspective on sustainability and social responsibility.

In research, the alliance supports collaborative projects by offering seed funding and opportunities for interdisciplinary partnerships. The themes of these projects are aligned with the United Nations Sustainable Development Goals and address pressing topics aligned with six research clusters:

Cluster 1
Emerging paradigms for health and well-being

Cluster 2
Agriculture, food, and environmental sustainability

Cluster 3
Engineering and technology for sustainable development

Cluster 4
Sustainable tourism for cultural and natural heritage

Cluster 5
Education sciences for sustainable development

Cluster 6
Challenges in ecosystem biodiversity and function.
A macroregional evaluation.

EU GREEN also pays great attention to mobility and exchange. Students, researchers, and staff are encouraged to take part in programs that allow them to live and work in different cultural contexts. This mobility strengthens European identity while also promoting professional development and intercultural understanding.

What makes EU GREEN particularly distinctive is its emphasis on civic engagement. The alliance views universities not only as centers of teaching and research but also as cultural and social institutions with a responsibility to interact with the wider public. It organizes public events such as science festivals, lecture series, hackathons, cultural exhibitions, and debates that connect academic knowledge with societal concerns. These activities turn campuses into open spaces where citizens can learn about science, ex- change ideas, and take part in shaping the future of their communities.

For science communication, the alliance plays a crucial role. By uniting universities across several European countries, EU GREEN gives visibility and scale to the dissemination of knowledge. Communication campaigns and public activities are no longer limited to one national context but reach audiences in multiple languages and cultures. This transnational dimension increases the impact of scientific knowledge and fosters a shared sense of European responsibility for sustainability and social progress.

The alliance also invests in the development of young researchers as communicators. Training sessions, competitions, and research marathons encourage doctoral candidates and early career scientists to present their work to non-specialist audiences. In this way, communication is integrated into their professional identity rather than being considered a secondary activity.

Finally, EU GREEN demonstrates that the relevance of science increases when it is aligned with issues of direct importance to society. Research on climate change, biodiversity, health, and sustainable energy is communi- cated in ways that highlight its significance for daily life and policy making. This approach enhances public trust in science and provides a foundation for informed decision making by citizens and institutions.

1

Chapter 1
The New Imperative of Science Communication

In the twenty-first century, the role of science communication has expanded far beyond the traditional function of simply reporting research results. The relationship between science and society has evolved in profound ways. In earlier times, communication often followed what became known as the deficit model. This approach was based on the idea that scientific knowledge could be transferred in a one-way flow, from experts to a passive public, who were expected to absorb facts without question. Today, such a model is no longer sufficient. The modern landscape requires a new paradigm based on dialogue and exchange. In this emerging perspective, the active participation of society is not only encouraged but considered essential for the advancement of knowledge. Science becomes stronger and more socially relevant when it is shaped through interaction with the values, concerns, and expectations of the communities it seeks to serve.

For contemporary researchers, the ability to communicate effectively beyond academic and professional circles has become a strategic necessity. It is no longer seen as an optional skill but as a fundamental competence. The capacity to explain research in a clear and engaging manner is directly connected to the ability to secure funding, to demonstrate real-world impact, and to ensure that scientific inquiry remains relevant to pressing social needs. In this sense, communication is not a secondary task that follows the completion of research but an integral part of the scientific process itself.

This change requires scientists to rethink the way they present their work. When addressing colleagues within their field, researchers often adopt a style of communication that is centered on methods and technical detail. This approach assumes that the audience already shares an understanding of the broader context of the work. However, this assumption is rarely valid when the audience is composed of people without specialized training. For non-expert publics, it is crucial to begin with the larger questions that frame the research. The first task is to explain why the research matters. Only after establishing the meaning and relevance of the work can the communicator move to a description of methods and findings. In this way, the audience can connect with the underlying problem that the research is attempting to solve, which makes them more engaged and receptive to the information that follows.

Communicating complex research in a way that is both accurate and captivating requires more than simplification. It demands the careful use of narrative strategies. A narrative provides a structure that guides the audience through a process of discovery. Data and technical results are transformed into a story that carries significance and emotion, allowing people to follow the journey of scientific inquiry in a way that is memorable and meaningful. This does not mean reducing the rigor of science but rather presenting it in a way that highlights its human relevance.

The new imperative of science communication recognizes that knowledge alone cannot generate solutions to the challenges faced by contemporary societies. Issues such as climate change, the loss of biodiversity, pollution, sustainable energy, public health, and the depletion of natural resources cannot be resolved through technical expertise in isolation. They require policies, collaboration across disciplines, and the involvement of citizens who are capable of making informed decisions about their environment and their future. In this context, communication becomes a bridge that connects scientific knowledge with social action. It allows civic dialogue to take place and provides the public with the tools they need to engage with science as active participants rather than as passive spectators.

Ultimately, science communication has become a professional field in its own right. It is no longer limited to voluntary or occasional efforts by scientists, teachers, or journalists. It has developed into a specialized domain that requires training, expertise, and diverse professional profiles. At the same time, researchers themselves must learn how to adapt their commu- nication skills to different audiences, using clarity, relevance, and narrative to make their work accessible. By embracing this broader and more partici- patory vision, science communication ensures that scientific progress is not confined within laboratories and academic journals but contributes directly to the cultural and social development of society.

2

Chapter 2

The Anatomy of an Impactful Research Narrative

Structuring research communication as a story is a deliberate and strategic choice. As the saying goes, “Facts tell, but stories sell.” In this context, your role is that of a storyteller. Your mission is to captivate your audience so that they can both understand your research and appreciate its significance. A narrative structure does more than simply present information. It creates empathy, guides the audience through a journey of discovery, and ensures that your research is not only understood but also remembered. A compelling pitch or presentation rests on five essential components that, when combined, form a powerful narrative.

1- The Hook: The Art of Capturing Attention

The first thirty seconds of any presentation are decisive. The purpose of the hook is to seize your audience’s attention immediately, spark an emotional reaction, and make them care about your topic. The most effective strategy is to begin with the why of your research. Instead of leading with technical jargon or narrow data that may alienate non-specialist listeners, start with broad and accessible ideas. The challenge lies in identifying what is exciting and meaningful about your work and conveying it concisely. This approach has a strong psychological effect: it allows the audience to feel more intelligent for grasping your message, which in turn makes them more enthusiastic about your research.

2- Context and Problem Framing: Creating Empathy and Relevance

At this stage, the research problem should be transformed into a compelling story. The key is to “use drama to your advantage” by setting a scene and presenting the struggle your research seeks to resolve. This technique builds empathy because, as investor Dave McClure once observed, “Customers do not care about your solution, they care about their problem.” For instance, the immune system can be described as a “thermostat” that must be strong enough to fight infections yet not so strong that it turns against the body itself. A narrative tension arises from the fact that men often

display weaker immune responses while women tend to show responses that are too strong. The mystery is resolved when it is revealed that sex hor- mones control this biological thermostat. This cycle of raising questions and then resolving them through research functions as a narrative engine that sustains curiosity and engagement throughout your presentation.

3- Approach and Methodology: Simplifying the Complex

The methodology must be explained with clarity and stripped of unneces- sary jargon. A useful strategy is to imagine that you are describing your research to a close friend or to a colleague from a different discipline. The focus should remain on the central research question and how you intend to answer it, while also clarifying any concepts or theories that may be un- familiar to the audience. Equally important is the need to communicate with energy and enthusiasm. Passion for the subject is contagious and helps keep the audience attentive and receptive to your message.

4- Key Findings and Impact: Demonstrating Value

The methodology must be explained with clarity and stripped of unneces- sary jargon. A useful strategy is to imagine that you are describing your research to a close friend or to a colleague from a different discipline. The focus should remain on the central research question and how you intend to answer it, while also clarifying any concepts or theories that may be un- familiar to the audience. Equally important is the need to communicate with energy and enthusiasm. Passion for the subject is contagious and helps keep the audience attentive and receptive to your message.

5- Conclusion and Call to Action: Leaving a Lasting Impression

The conclusion should be carefully planned to ensure that it leaves a pow- erful imprint. By the end of your presentation, the audience must have a clear understanding of what you are doing, why it matters, and what you aim to achieve. Several proven techniques can help achieve this goal: return to the opening story, end with the same why that launched the narra- tive, pose a thought-provoking question, or use a striking slogan. The ending should be as strong as the beginning, offering closure that is both cohesive and inspiring.

Once the structure of your message has been solidified, the next step is to ensure that your physical delivery and vocal presence amplify its impact. Storytelling is not only about words, but also about how those words are performed, making your narrative all the more persuasive and memorable.

Chapter 3
The Anatomy of an Impactful Research Narrative

A powerful message can lose much of its impact if it is delivered poorly. Effective verbal and non-verbal techniques are not decorative extras; they are strategic tools for building credibility, conveying confidence, and keeping an audience engaged. Audiences do not only need to hear your ideas — they need to see them embodied in your presence. Your body language, voice, and rhythm are critical elements that determine whether your message will resonate and be retained.

Verbal Mastery: Voice and Rhythm
The human voice is one of the most versatile instruments available to a speaker, and learning to use it deliberately is essential for creating a dynamic presentation. Key techniques include:

Controlled breathing before you begin. Deep breathing calms the nervous system, stabilizes the voice, and projects composure. Even a few seconds of mindful breathing can transform your delivery.

Slowing down to 50–65% of your natural pace. Anxiety often speeds up speech, reducing clarity. Speaking more slowly ensures that your words remain intelligible, even under pressure, while giving your audience time to process your ideas.

Strategic pauses instead of filler words. Silence is not a weakness. Well-placed pauses act as punctuation, allowing listeners to absorb information, emphasizing important points, and giving the impression of authority.

Vocal variety in pitch, pace, and volume. A monotone delivery induces disengagement. Accelerating during moments of excitement and slowing down to emphasize critical points, combined with subtle changes in volume, creates a vocal landscape that sustains interest and reinforces key messages.

Articulation and projection. Clear enunciation and sufficient volume are fundamental. Project your voice as if you are speaking to the person furthest away in the room, without shouting, to ensure clarity and presence.

Non-Verbal Communication: Strategic Body Language

Your body language often communicates as much as, if not more than, your words. Using it intentionally reinforces your message and builds trust. Consider the following strategies:

Open-hand gestures. Showing the palms communicates honesty, openness, and security. It signals, on a subconscious level, that you are transpar- ent and trustworthy.

Avoiding crossed arms. While often a self-comfort mechanism, this gesture creates the impression of defensiveness and erects a physical barrier between you and your audience.

Sustained eye contact. Eye contact builds connection and conveys confidence. If direct gaze feels intimidating, a helpful technique is to look just above people's heads while still simulating direct engagement.

Smiling genuinely. A natural smile creates warmth, reduces distance, and makes you appear approachable. It humanizes your presence and fosters a positive emotional response.

Purposeful orientation of face and body. Use your body as a pointer. By turning slightly toward slides, props, or sections of the audience, you guide attention and create alignment between your physical presence and the structure of your narrative.

Confident stance and movement. Standing tall with feet shoulder-width apart projects stability. Deliberate, measured movement across the stage or room can be used to emphasize transitions, but unnecessary pacing should be avoided.

Supporting Tools: Visual Aids as Partners

Beyond personal delivery, visual aids such as slides or props should serve as extensions of your narrative rather than distractions. Slides should complement and clarify your spoken message, not compete with it. Minimal text, high-quality visuals, and consistent formatting help the audience focus on you as the primary communicator. Remember: the speaker should remain the focal point, while slides act as supportive illustrations.

Bringing It Together

When verbal and non-verbal strategies are mastered and aligned, the result is a delivery that amplifies the content of your message. A well-struc- tured narrative gains persuasive force when spoken with authority,

performed with authenticity, and supported by purposeful body language. Mastery of these techniques ensures that your audience not only understands your research but also experiences it as meaningful and memorable.

Chapter 4
Visual Aids and Recorded Presentations: Tools for Amplifying Your Message

Visual aids such as slides should never replace your spoken delivery. Instead, they are strategic tools designed to support comprehension and strengthen memory retention. Their primary purpose is to reduce the cogni- tive load on the audience, allowing them to focus on your central message while a visual anchor reinforces the key concept. An effective slide helps the audience see your ideas rather than distract them with unnecessary detail.

4.1 Principles of an Effective Slide

To ensure that your slides amplify your message rather than dilute it, consider the following fundamental principles:

Less is more. Overloading a slide with dense text, complex graphs, or excessive detail forces the audience to read rather than listen. Divided attention reduces retention and weakens the impact of your message. Aim for clarity, concision, and a single focal point per slide.

Personal touches. Including personal elements such as an image from your fieldwork, a short anecdote, or a data point tied to human experience can make your research more relatable. This creates an emotional connection, helping your work resonate and remain memorable.

Creativity as a driver of interest. Slides should not attempt to deliver the entire message on their own. Instead, think of them as a visual backdrop that sparks curiosity and reinforces your spoken words. Simple graphics, diagrams, or striking visuals that align with your narrative can significantly enhance engagement.

Visual metaphors. A strong metaphor can transform a complex concept into something intuitive and accessible. For example, describing the immune system as a "thermostat" and visualizing it accordingly creates an immediate mental image that aids comprehension and recall.

Legibility and accessibility. Slides should be designed for effortless readability. Use large, clear fonts, high-contrast color schemes, and uncluttered layouts. At a glance, your audience should grasp the key message without strain, even from the back of a lecture hall or on a small screen during online presentations.

Consistency and coherence. Visual identity matters. A consistent use of colors, fonts, and layout creates cohesion, signaling professionalism and allowing the audience to focus on content rather than design inconsisten- cies.

4.2 Recommendations for Recording a Pitch

When recording a presentation or pitch, the technical execution is as important as the content itself. Even the strongest message can be undermined by poor video or audio quality. To avoid common pitfalls, consider the following recommendations:

Image quality. Record in high definition (at least 720p). Ensure good lighting — ideally natural light or soft artificial light — to eliminate shadows and keep the image sharp and professional.

Background. Choose a clean, uncluttered setting that avoids visual distractions. Neutral backgrounds work best, as they allow viewers to concentrate on you and your message.

Camera positioning. Place the camera at eye level or slightly above. Looking directly into the lens simulates eye contact, giving the impression of a personal conversation with the viewer.

Sound quality. Record in a quiet environment to ensure your voice is clear and distinct. Use an external microphone if possible. For outdoor recordings, guard against wind noise, which can quickly compromise audibility.

Posture and framing. Maintain a comfortable but upright posture, whether seated or standing. Position yourself at a medium distance: close enough to create a sense of intimacy, yet not so close as to feel intrusive.

Gestures and movement. Strike a balance between extremes. Avoid being overly static, which may appear stiff, but also avoid exaggerated or rapid gestures that distract from your message. Gestures should be purposeful, reinforcing rather than competing with your words.

Dress and presence. Choose attire appropriate for your audience and context. Professional but approachable clothing conveys credibility and respect, reinforcing the seriousness of your message.

4.3 Integrating Message, Delivery, and Technology

When your message, delivery, and technical aids are aligned, the result is a presentation that is both compelling and credible. Slides reinforce your words without overshadowing them, recorded pitches communicate with professionalism, and your presence as a speaker becomes the central anchor of the audience's attention.

The final step is recognizing your broader role as a science communicator in society. Effective use of visual and technical tools is not merely a matter of presentation aesthetics; it is part of the larger mission of making research accessible, engaging, and impactful in a world that depends increasingly on scientific knowledge.

Chapter 5
Practical Examples from EU GREEN's "3 Minute Fame" competition

The first edition of the "3-Minute Fame" competition happened in 2025. This initiative marked a unique opportunity for doctoral candidates to test and showcase their ability to communicate complex research in a short and accessible format. Conceived as an experiment in clarity and engagement,

the contest challenged participants to deliver the essence of their doctoral work in just three minutes. Rather than relying on the conventions of long academic presentations, candidates were invited to translate their projects into concise, audience-friendly pitches that could spark curiosity and resonate beyond their disciplinary fields.

The competition unfolded in two stages. In the first, each participating university organized a local selection round, where doctoral students submitted a recorded presentation of two to three minutes in English, following strict technical rules: one static slide only, no animations, no music, and no notes. Each institution then selected three finalists to advance to the second stage. During this phase, the finalists presented live at the EU GREEN PhD Summer School in Parma, Italy, where a joint awarding committee evaluated the talks according to criteria such as clarity, impact, logical flow, and audience engagement.

This chapter brings together twelve recorded presentations from the University of Évora, all submitted to the regional (university-level) selection of the competition. These recordings illustrate how early-career researchers at Évora tackled the challenge of transforming complex research topics into accessible and compelling narratives, while strictly adhering to the rules of the contest.

The recordings serve several purposes:

Illustrative case studies - showing how real doctoral students framed their work, what rhetorical choices they made, and how they structured their three minutes.
Critical reflection - enabling comparisons across the twelve cases, highlighting strengths, weaknesses, and strategies that proved more or less effective.
Inspiration - offering encouragement to future participants by demonstrating that distilling research into a short, engaging pitch is not only possible but rewarding.
Empirical input - providing material for further study of how doctoral communication evolves under strict constraints of time, format, and audience.

Each presentation is accompanied by a short metadata sheet that includes the student's name, research domain, and a brief description of their thesis project. Commentaries point out which elements of structure—such as the opening hook, problem framing, methodological clarity, presentation of results, or conclusion—were particularly effective or in need of improvement.

Adriana Gil

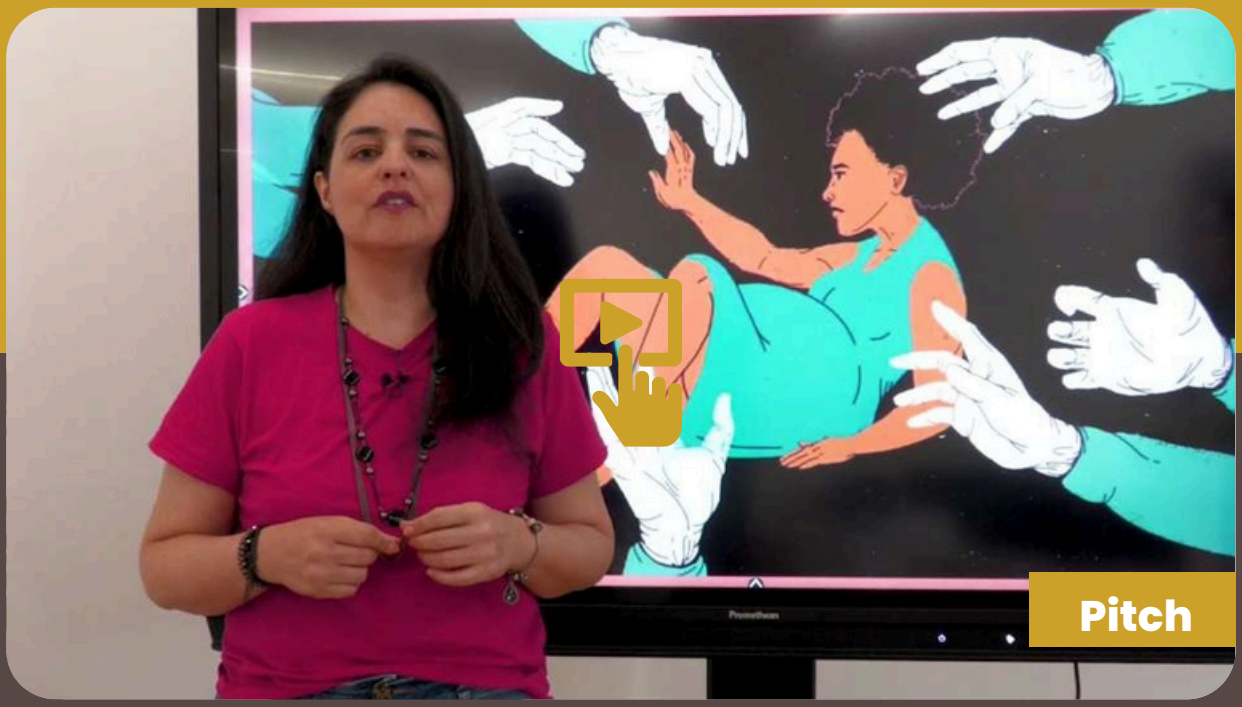
PhD Course
Landscape Arts and Techniques

Disciplinary area
Arts (and Humanities)

PhD Thesis Title
“Fromresearchto the construction of the Garden of Knowledge and Raw Materials, the Fascination of Plants”

Summary
GardenofKnowledge and Raw Materials, the Fascination of Plants
In this garden, even at a very small scale, we aim to test and refine solutions to some of our most urgent challenges. The garden is conceived as a laboratory of experiences, encompassing society, economy, culture, emotions, and ecology.

Ana Paula Machado



PhD Course
Inter-University Doctoral Program in Sociology OPENSOC Open and Inclusive Societies – CISNOVA – University of Évora

Disciplinary area
Sociology

PhD Thesis Title
"Being born across borders:the voiceandrole of immigrant women and health professionals in the context of childbirth in contemporary Portugal"

Summary
Thestudyinvestigates childbirth experiences in Portugal by contrasting the narratives of immigrant women and healthcare professionals. It examines how migratory and childbirth-related vulnerabilities intersect, aiming to expand sociological knowledge and propose improvements in healthcare services for immigrants.

Aramid Gomes

PhD Course
Doctoral Program in Health and Well-Being Sciences and Technologies

Disciplinary area
Nursing

PhD Thesis Title
"Development andEvaluationofthe Feasibility andAcceptability of a Spiritual Well-Being intervention Program for Adult Patients Admitted to Intensive Care Units"

Summary
Research indicates that spirituality holds significant importance for ICU patients, with 85% indicating its importance during times of illness or crisis. This research consists of two phases: phase one includes a scoping review and a qualitative phenomenological study; phase two will focus on a feasibility and acceptability study.

Bruno Macêdo

PhD Course
Biology Doctoral Degree

Disciplinary area
Biological Sciences

PhD Thesis Title
"Functionaldiversityandecological interactions of native shrubs in urban green infrastructures in Portugal"

Summary
Researchongermination and propagation of endemic Portuguese plants with ornamental potential. Focus on integrating native species into horticulture and urban green spaces to enhance biodiversity, reduce reliance on exotics, and merge conservation with aesthetic landscape value.

Carmo Silva

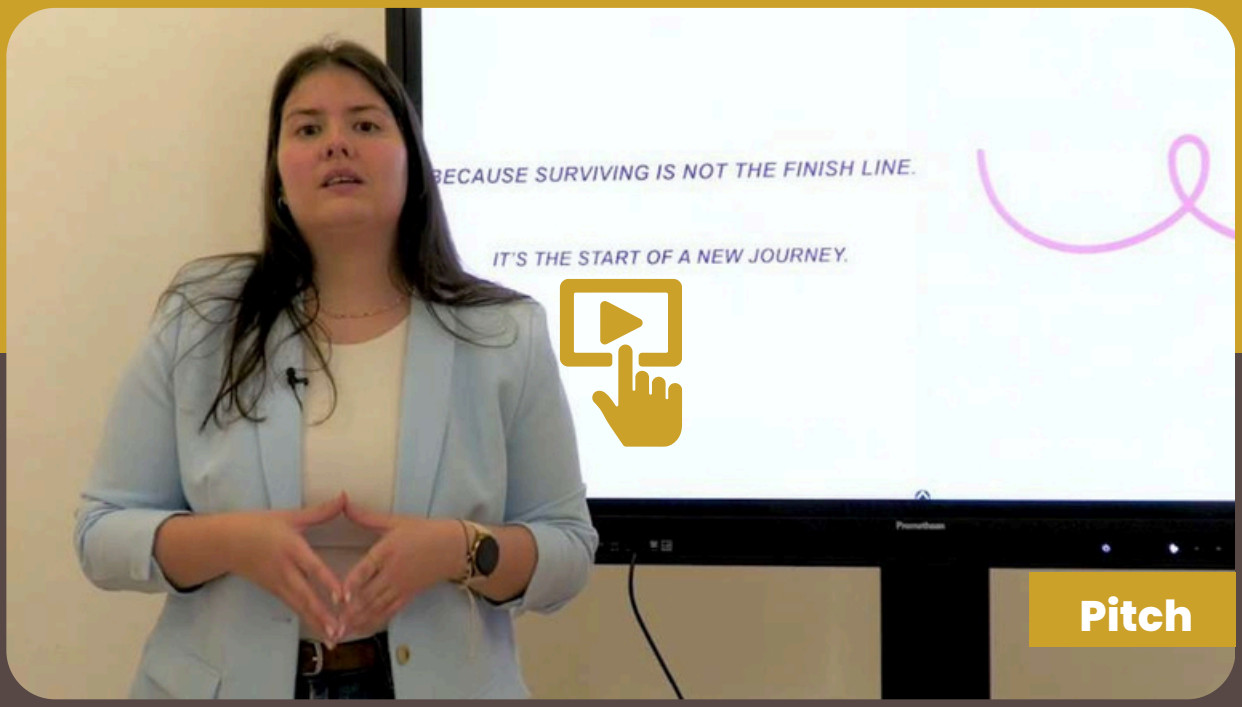
PhD Course
Biology Doctoral Degree

Disciplinary area
Biology

PhD Thesis Title
“Howroadvergescanimprove our way of life”

Summary
Rewilding and rewiring animal-plant interactions in road verges: measuring the provision and regulation of ecosystem services in a Green Infrastructure
Road verges form a network that can be used to promote Ecosystems Services. To evaluate this potential, we are quantifying pollination by insects from road verges to the adjacent matrix, while considering the management of vegetation strips, and the surrounding landscape. With this information, we aim to contribute to the assessment of effective management of road verges directed to Ecosystems Services promotion.

Daniela Guerreiro



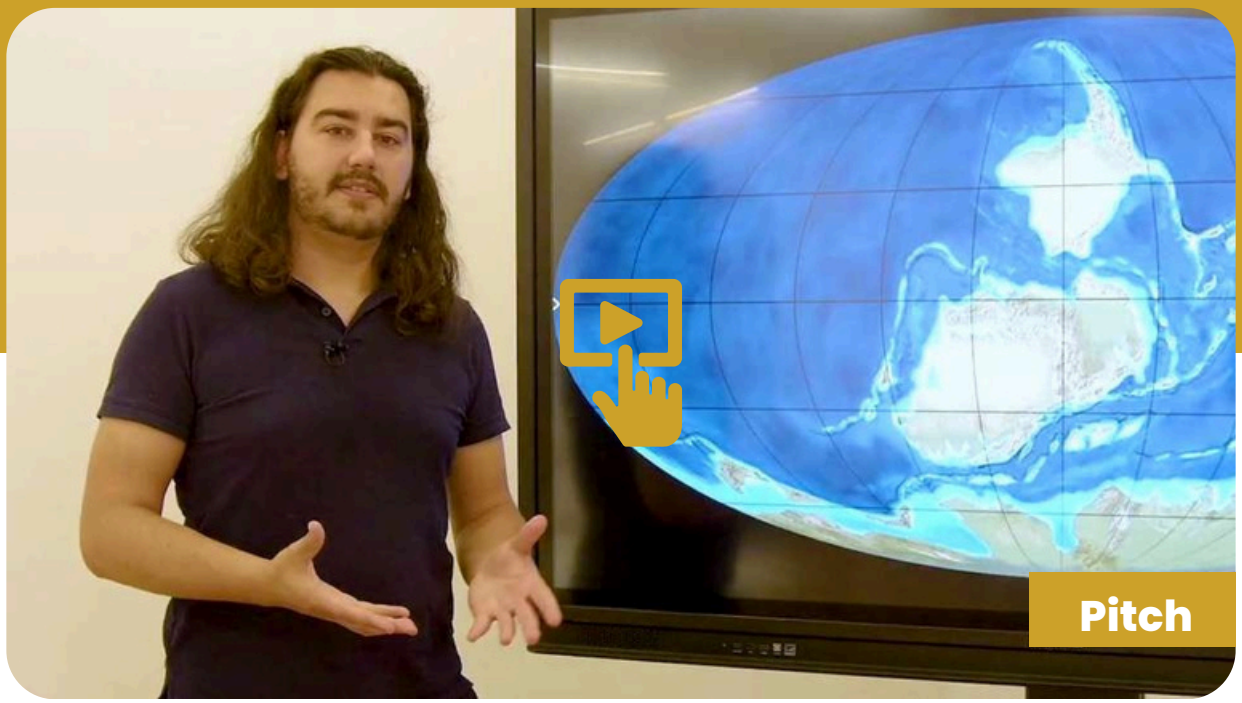
PhD Course
Human Kinetics

Disciplinary area
Medical and Health Sciences

PhD Thesis Title
“Themind-bodyconnectionin breast cancer survivorship”

Summary
My PhDproject aims to develop and test a psychomotor intervention for women who survived breast cancer, using movement, relaxation, and expression to reduce the physical and emotional impact of cancer and its treatments, while enhancing well-being and overall quality of life.

Gonçalo Silvério



PhD Course
Earth and Space Sciences, specialization in Geological Processes

Disciplinary area
Geology

PhD Thesis Title
"Silurian-Devoniancarbonatesedimentationin theIberian Massif in the paleogeographic and paleoenvironmental context of the North-Gondwana margin"

Summary
Research on Silurian and Devonian (440 to 370 million years old) carbonate sedimentary rocks with the intent of identifying their fossil content and infer age and paleoenvironmental data from them, as to formulate a paleogeographic and paleoenvironmental model for Iberia during that time.

João Ricardo

PhD Course
Music and Musicology

Disciplinary area
Music Composition

PhD Thesis Title
“SyntheticSoundscapes: The Fetish of Meaning”

Summary
Thisresearch aims to analyze and create music with an intrinsic meaning and a direct representation to a specific event, place, or phenomenon. Through art semiotic methodologies and music composition practices and techniques, it explores processes and materials to create original works which, by their genesis, can be named Synthetic Soundscapes.

Laura Melgão

PhD Course
Linguistics

Disciplinary area
Sociolinguistics

PhD Thesis Title
"Accentdiscrimination in Higher Education: Attitudes and perceptions of accents of Portuguese and English"

Summary
ThisPhD thesis uses a sociolinguistics approach to investigate accent discrimination in the classrooms of the University of Évora (UÉ) among teachers and students, as well as among peer students who share the same mother tongue (Portuguese) and the same foreign language of communication (English).

Miguel Advinha

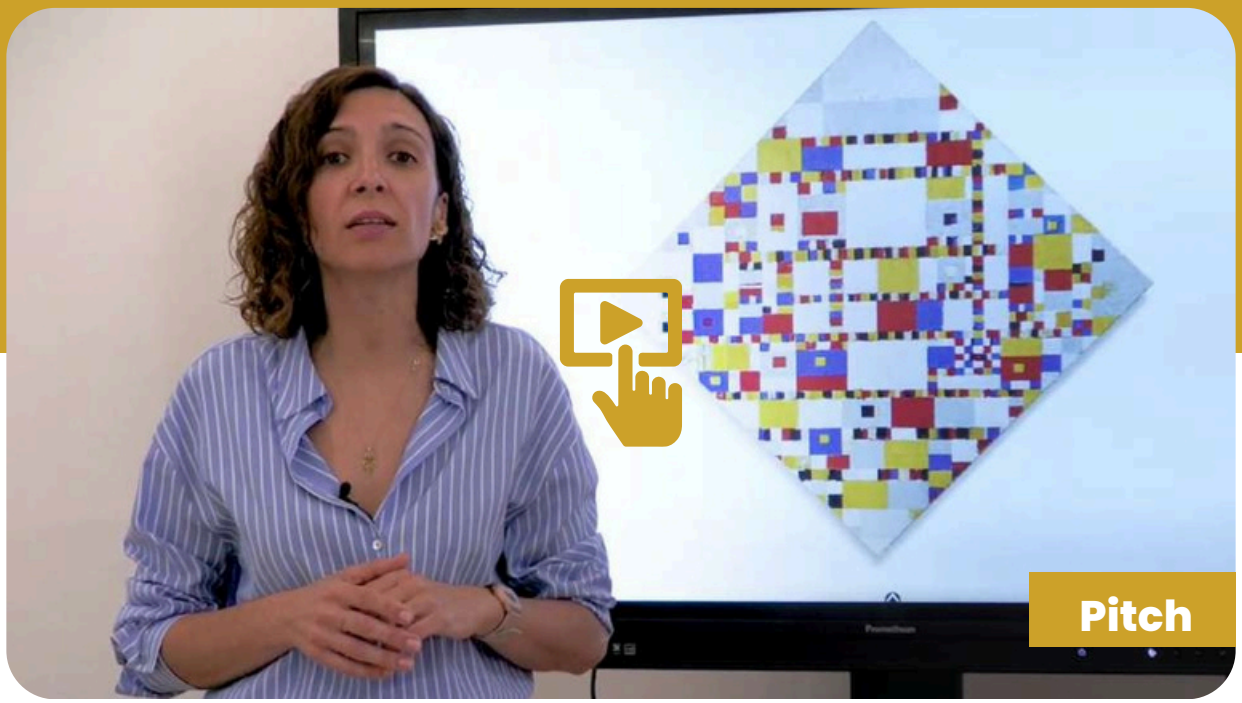
PhD Course
Agribusiness and Sustainability

Disciplinary area
Management and Agriculture

PhD Thesis Title
"Assessingstakeholderstrategies and perceptions for enhancing sustainability in the Montado and Dehesa agrosilvopastoral ecosystem"

Summary
The Montado/Dehesa, a Portuguese-Spanish agroforestry system of cork and holm oak, supports biodiversity and local economies but faces sustainability challenges. This study aims to explore stakeholder strategies, policies, and consumer WTP to promote sustainable management.

Sara Vaz



PhD Course
PhD in Health and Well-being Sciences and Technologies, specialization in Health and Technology

Disciplinary area
Health and Technology

PhD Thesis Title
“Contributiontophysiotherapyregistrationinhealthinformation systems”

Summary
Thisdoctoral research will assess the adoption, integration, and impact of electronic health records in physiotherapy through systematic review, methodological, and cross-sectional studies. It is expected to enhance documentation, competence, and patient care.

Vânia Lúcia Martins

PhD Course
PhD in Health Sciences and Technologies and Well-being, in association: National School of Public Health, NOVA Medical School, and University of Évora.

Disciplinary area
Nursing Specialisation

PhD Thesis Title
"HOME-ENGAGE – StakeholderInvolvementin the Developmentof a Psychiatric Home Hospitalisation Model"

Summary
Psychiatric Home Hospitalisation (PHH) is one of the few evidence--based alternatives to inpatient care, providing intensive support in the community. Despite growing use, guidance on its organisation and integration is fragmented. This project explores PHH by engaging stakeholders to shape a robust, community-based model adapted to Portugal.

6

Chapter 6
Closing remarks

This guide reinforces a central idea: effective research communication is more than a skill. It is both a responsibility and an opportunity. Your research is a gift to the public. By sharing it in an accessible way, you are not merely transmitting information but offering the joy of learning something new and the satisfaction of understanding something complex. Such sharing enriches people's lives and strengthens the social dialogue around science.

Modern researchers should see themselves not only as producers of knowledge, but also as active participants in this dialogue. The storytelling and presentation skills addressed in this manual are the very tools that enable you to embrace the "dialogue" model, completing the shift away from the outdated "deficit" model. By mastering these tools, you build strong bridges between science and society, contributing to research that is more socially robust and better aligned with the needs of the communities it serves.

Approach every opportunity to communicate not as a test, but as a chance to share your passion for research. In doing so, you not only advance your own career, but also inspire others, foster trust in science, and help shape a future where knowledge is truly a shared good.

Bibliography

Bubela, T., Nisbet, M. C., Borchelt, R., Brunger, F., Critchley, C., Einsiedel, E. & Caulfield, T. (2009). Science communication reconsidered. Nature Biotechnology, 27(6), 514–518. https://-doi.org/10.1038/nbt0609-514

Burns, T. W., O'Connor, D. J., & Stocklmayer, S. M. (2003). Science communication: A contemporary definition. Public Understanding of Science, 12(2), 183–202. https://-doi.org/10.1177/09636625030122004

Green, M. C., & Brock, T. C. (2000). The role of transportation in the persuasiveness of public narratives. https://-Journal of Personality and Social Psychology, 79(5), 701–721. doi.org/10.1037/0022-3514.79.5.701

Nisbet, M. C., & Scheufele, D. A. (2009). What's next for science communication? Promising directions and lingering distractions. American Journal of Botany, 96(10), 1767–1778. https://-doi.org/10.3732/ajb.0900041

Scolari, C. A. (2013). Narrativas transmedia: Cuando todos los medios cuentan. Deusto.

EU GREEN
EUROPEAN ALLIANCE

UNIVERSIDADE
DE ÉVORA

2025