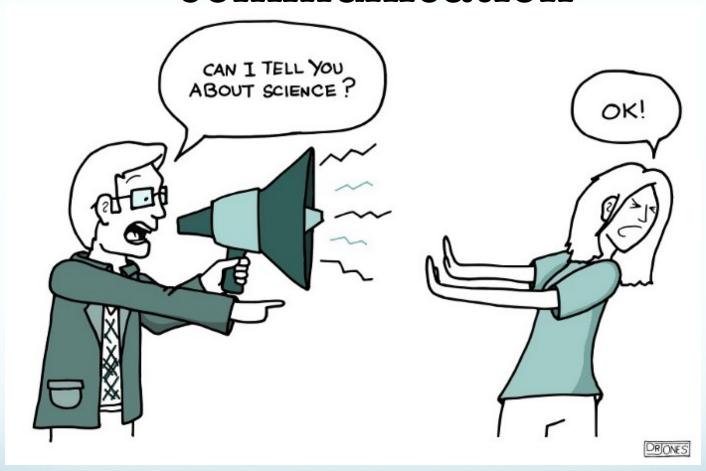
Problematic concepts in science communication



Dr. Jonathan Roberts



Campus perspective

- Wellcome Genome Campus Connecting Science's mission is to enable everyone to explore genomic science and its impact on research, health and society.
- We are at the interface of research and industry translating science into tangible societal benefits.
- We maximise the societal benefit of knowledge obtained from genome sequences.

Research

innovation

learning and engagement

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Current perspective

- Deficit
- Dialogue
- Expert

Britain has had enough of experts, says Gove

Brexit campaigner offers to have disputed EU contribution figure audited



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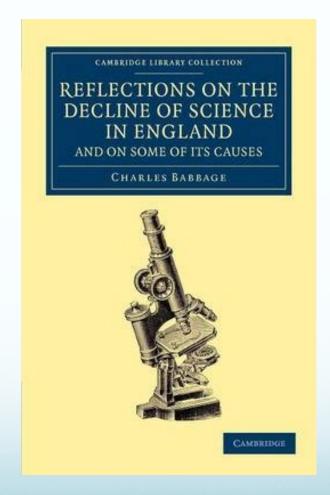
Historical perspective

 Chronocentrism: "The belief that one's own times are paramount." Jib Fowles

 The author and academic Philip Seargeant is perhaps more pithy when he calls this "the narcissism of the present"

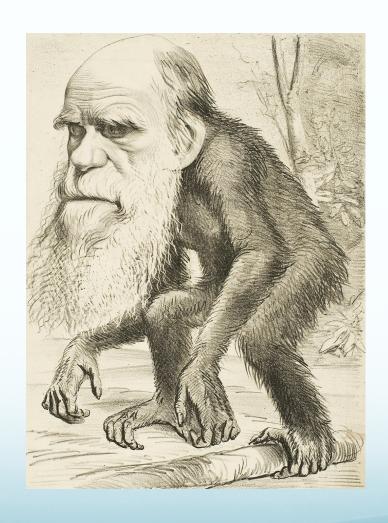
 Also gets me of the hook. Long standing issues. No easy answers here!





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Red-Made Satellite Flashes Across U. S.



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Soviet Claims Big Victory

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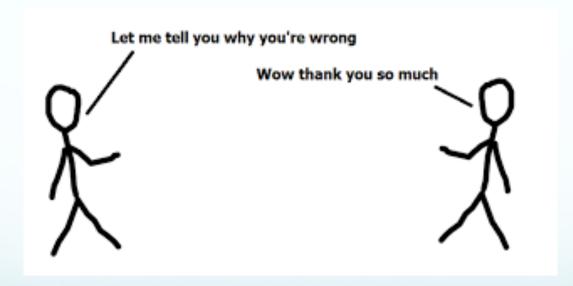
American Scientists

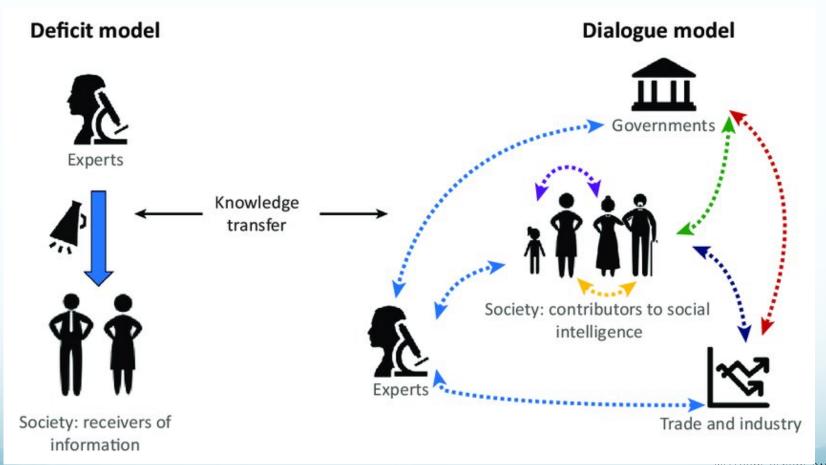
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- Bodmer report
 - "Public understanding of science"





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Deficits persist

Science, Values, and Science Communication: Competencies for Pushing Beyond the Deficit Model

Sherry Seethaler , John H. Evans, Cathy Gere, more...

First Published May 13, 2019 Article Commentary Check for updates

https://doi.org/10.1177/1075547019847484

Article information ~



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Abstract

The deficit (knowledge transmission) model of science communication is widespread and resistant to change, highlighting the limited influence of science communication research on practice. We argue that scholar–practitioner partnerships are key to operationalizing science communication scholarship. To demonstrate, we present a transformative product of one such partnership: a set of ethics and values competencies to foster effective communication with diverse audiences about scientific research and its implications. The 10 competencies, focused on acknowledging values, understanding complexities of decision making, strategies to deal with uncertainty, and diversifying expertise and authority, provide a guiding framework for re-envisioning science communication professional development.

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Dialogue: diffuse definitions

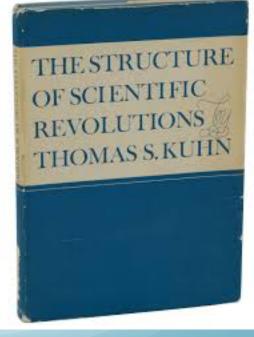
- Key aspects of dialogue; take lay views seriously. But how?
- GM nation. 2003. Consensus forming? Too little too late? Just consensus forming...PR?
- 'Upstream' engagement. How far do we let 'the public' set the agenda? What role for expertise.

Dialogues lovely, but

Laboratory Life: The Social Construction of Scientific Facts (SAGE Library of Social Research) impractical?









"Scientific truth is beyond loyalty and disloyalty."

Isaac Asimov (Foundation)

ESHRESTING

So...we need a space for scientific truth

Are you sure we can't just tell people the facts?

Well...perhaps. Popularisation is fine and valid. However, it is not good changing minds or engage broader audiences. This is because Science is also culture.



The deficits don't work

More knowledge does not always lead to better attitudes.



Science is culture.

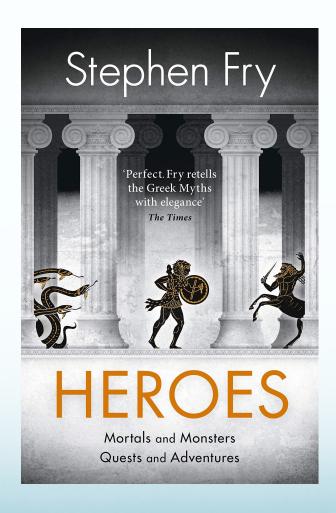


Bourdieu and culture

What makes some culture seem dumb and some culture seem smart?

"don't go and see superheroes hitting each other that's for children!" Stephen Fry

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Science capital







"Science capital": A conceptual, methodological, and empirical argument for extending bourdieusian notions of capital beyond the arts

Correction(s) for this article

Louise Archer ≥, Emily Dawson, Jennifer DeWitt, Amy Seakins, Billy Wong

First published: 20 March 2015 | https://doi.org/10.1002/tea.21227 | Citations: 122







TOOLS < SHARE







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The science capital measure developed by Louise Archer and her team, currently based at UCL Institute of Education 11 comprises several dimensions including: scientific literacy and qualifications; participation in informal science learning; family science connections; talking about science in everyday life; and feeling 'connected' to science. Government policy is to encourage building and enhancing science capital among the general public as a means of upskilling people, to support economic growth, ensure a supportive social context for science and technology, and to widen engagement in science across all social groups.

Previous studies, both in the UK and elsewhere, have consistently found that those from lower socio-economic groups tend to be less positive about, and less engaged with, science and technology. Importantly, this socio-economic 'gap' is also reflected among young people in terms of their science career aspirations. The most common policy response has been to target STEM public engagement activities at lower socio-economic groups. However, Archer et al (2013) argue that a broader social response to tackling social and economic inequality, supported by specific public engagement measures, is the best way to increase science capital in the UK.

Funds of Knowledge



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The concept of "funds of knowledge" is based on a simple premise: people are competent and have knowledge, and their life experiences have given them that knowledge.

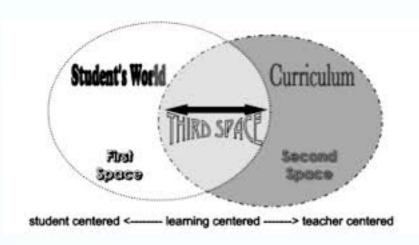
Gonzalez, Moll and Amanti (2005)

And do you think there is something of what scientists do that lay people could not understand?

No. If you think for a moment about what Hollywood expects its audience to be able to follow, nothing that citizens need to understand about the workings of the sciences is as complicated as that. There is nothing to say on this topic that is as narratively complicated as "Matrix 3".

Simon Shaffer 2011

Hybrid Space/Third Space





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Summary

- If you want to chance people's mind, deficits don't work.
- Science is culture.
- Hybridity/Third space. Potential way of operationalising dialogue model
 - If you want to be heard, you have to listen.
 - Tension is an opportunity

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Questions?



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