

Viewing Submission

****NOTE: The order of speakers listed below does not necessarily correspond to their order in the final program.**

Should your proposal be accepted, you will be able to finalize the speaker order at a later date.

From Literacy to Dialogue: How to Best Communicate (Controversial) Science

ID:

14896

Submitter's Email:

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Session Type:

Symposium Format

Session Description:

Many recent scientific breakthroughs have triggered vehement public debates about their societal impacts and the ethical, political, and regulatory concerns surrounding them. As a result, three National Research Council consensus study committees in 2016 directly tackled the issue of building a better dialogue between the scientific community and various public stakeholders. This session brings together the co-chairs from each of these committees, as well as academic experts whose expertise bridge the bench sciences, social sciences, and the field of public engagement in science. The presentations and group discussion will extract lessons across all three reports on how to provide timely advice on science communication in rapidly emerging fields, such as gene editing, and tailor that advice to science communication practitioners in the bench sciences and in formal and informal science education fields. Themes discussed include the following: How does understanding of science and scientific research in the U.S. affect behaviors and attitudes? What recommendations can we provide to scientists and organizations working with scientists with respect to creating effective communication in settings outside of formal schools? What do we know about the social-scientific foundations for how to best communicate with various publics around controversial topics, and what kinds of future research would be particularly helpful in guiding the efforts of science communicators?

Categories:

1. Communications and Public Programs
2. Education
3. Behavioral and Social Sciences

Section Member Affiliation:

General Interest in Science and Engineering (Y)

Relevance to Theme or Special Relevance to the Audience:

Effectively serving society through science policy requires an ongoing dialogue between the scientific community, policymakers, and public stakeholders. This session presents lessons from three recent comprehensive studies on how to communicate with the public about (controversial) science. Given the topic and the diversity of panelists, the session will likely draw audiences from the bench sciences, communication practitioners, and social scientists and education researchers alike.

Disciplinary Sections Consulted?

No

Anything to disclose?

No

Diversity Statement:

The panel is extremely well balanced with respect to gender (three female and two male panelists/moderators). One of five panelists is African American. Finally, the panel draws participants from a wide variety of disciplines, including educational psychology, science policy, genetics, life sciences, and communication research, and from three different private and public universities, as well as the National Academies and private industry.

Section Endorsement:

Official Section Endorsement by General Interest in Science and Engineering (Y) for its primary endorsement.

Name of Section Officer or Designate Submitting Proposal:

Don M. Jordan

Sections:

- GENERAL INTEREST IN SCIENCE AND ENGINEERING (Y)
- SOCIAL, ECONOMIC, AND POLITICAL SCIENCES (K)
- SOCIETAL IMPACTS OF SCIENCE AND ENGINEERING (X)

Type:

Symposium Format

keywords:

informal education, public engagement, science communication, science literacy and social sciences

Slot:

Sunday, February 19, 2017: 10:00 AM-11:30 AM

Moderator

Bruce Lewenstein

Professor of Science Communication

Cornell University

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Organizer

Dietram Scheufele

John E. Ross Professor of Science Communication

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Discussant

Dominique Brossard

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Co-Organizer

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Speaker

Catherine Snow

Patricia Albjerg Graham Professor of Education

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Cambridge, MA

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Title: Science Literacy: What Matters for Citizens and Society

Talk Description: The Committee on Science Literacy and Public Perception of Science considers the role of science literacy in shaping behavior and attitudes for individuals, communities and society. Contemporary metrics for science literacy are limited, relying on knowledge of science facts as a proxy for literacy. The Committee complicates this view of science literacy, arguing that science literacy be assessed within the frame of the demands and expectations of a system, not just at the individual level.

Status: Confirmed

Speaker

David Ucko

President

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USA

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Title: Effective Communication in Informal Settings

Talk Description: Drawing from Effective Chemistry Communication in Informal Environments, this presentation will offer a framework designed to help scientists enhance the impact of outreach activities. The framework builds on research and effective practices drawn from the fields of informal learning and science communication. Although chemistry was the report's content focus, the proposed framework is applicable more broadly. Recommendations for collaboration and further research also will be highlighted.

Status: Confirmed

Speaker

Alan Leshner

CEO Emeritus AAAS

AAAS CEO Emeritus

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Washington, DC, DC

USA

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Title: The Science of Science Communication: What We Know and What We Don't

Talk Description: Everyone believes communicating science to the public is extremely important, particularly about controversial issues, and there is much common wisdom about what works best. A National Academies committee reviewed the literature and summarized the state of research-based knowledge behind this activity. The committee also spelled out a research agenda to help strengthen the science base for improving communication with diverse publics.

Status: Confirmed