Contents

About the Authors, ix About the Contributors, xi Foreword, xix Prologue, xxi Acknowledgements, xxiii

- 1 A Guide to Science Communication, 1
 - 1.1 Introduction, 1
 - 1.2 The Influence of Science Societies, Charities and Organisations, 2
 - 1.3 Modern Societies and Organisations, 7
 - 1.4 Science Communication as a Discipline, 7
 - 1.5 Phases of Science Communication, 9
 - 1.6 Recent Initiatives, 18
 - 1.7 A Way Forward, 19
 - References, 19
- 2 Scientists Communicating with the Public, 23
 - 2.1 Introduction, 23
 - 2.2 What does 'Science and Society' mean for Scientists? The Changing Environment, 23
 - 2.3 Are Academics Involved in Public Engagement?, 34
 - 2.4 What is the Current Level of Science Communication by Scientists?, 39
 - 2.5 Concluding Remarks, 43

References, 44

Useful Websites, 45

- 3 Encouraging Scientists to Communicate with the Public, 46
 - 3.1 Introduction, 46
 - 3.2 Science Communication: the Barriers, 48
 - 3.3 Removing Barriers and Providing Incentives, 52
 - 3.4 Seeking Advice and Support, 63
 - 3.5 Embedding PE in Your Job, 67
 - 3.6 Personal Benefits and Benefits to the Wider Society, 70 References, 72

vi Contents

- 4 Communication, Learning and Writing, 74
 - 4.1 Communication Theories, 74
 - 4.2 Learning and Learning Theory, 75
 - 4.3 Learning Theory Frameworks, 77
 - 4.4 Constructivism and How it Applies to Science Communication Events, 77
 - 4.5 Learning Styles, 78
 - 4.6 Model of Family Centred Learning, 83
 - 4.7 Successful Scientific Writing for the Public, 85
 - 4.8 Concluding Remarks, 91

Recommended Additional Reading for Writing

for the Public, 91

References, 91

5 Monitoring and Evaluating your Event or Activity, 93

- 5.1 Introduction, 93
- 5.2 Key Stages in Undertaking an Engagement Project, 94
- 5.3 Monitoring and Evaluating, 97
- 5.4 Undertaking Evaluation, 100
- 5.5 Interviews, 107
- 5.6 Focus Groups, 108
- 5.7 Observational Research, 109
- 5.8 Deciding Which Evaluation Tools to Use for Your Project, 109
- 5.9 Analysing the Results, 113
- 5.10 Reporting the Results, 117
- 5.11 Assessing Impact, 118
- 5.12 Ethical Issues Associated with Evaluation Projects, 119

Other Useful Resources and References, 119

6 Getting Started with Public Science Communication, 121

- 6.1 Introduction, 121
- 6.2 Understanding Your Audience, 123
- 6.3 Taking Your First Steps, 136
- 6.4 Planning Your Own Event or Activity, 136
- 6.5 How to Design Hooks for Your Event or Activity, 143
- 6.6 Designing a Science Communication Activity, 145
- Consider Your Resources Consumables, Equipment, Expertise and People (CEEP), 148
- 6.8 How to Get Your Project Funded, 149
- 6.9 Top Tips for Successful Marketing, 158
- 6.10 Health and Safety, 159
- 6.11 Concluding Remarks, 164

References, 164

7	Direct	Dubli	Com	munica	tion	166
1	Direct	LUOII	COIII	mumca	uon,	100

- 7.1 Introduction, 166
- Direct Communication Delivering Information, 166 7.2
- 7.3 Information through Conversation, 182
- A Focus on Policymakers, 209 7.4
- 7.5 Concluding Remarks, 225

References, 225

8 Indirect Public Communication, 227

- 8.1 Introduction, 227
- 8.2 A Focus on Science and Television, 227
- 8.3 A Focus on Radio and Science, 232
- 8.4 A Focus on Newspapers, 235
- 8.5 A Focus on Science and Writing, 238
- 8.6 A Focus on Science Advocacy, 244
- 8.7 A Focus on Citizen Science, 245
- 8.8 Public Involvement in Health Research, 259
- 8.9 A Focus on Web 2.0 Tools and Services, 261
- 8.10 Concluding Remarks, 274

References, 274

9 Getting Started with Science Communication in Schools, 277

- 9.1 Introduction, 277
- School Science Education and Scientific 92 Literacy, 278
- A Skills Shortage in Science, 280 9.3
- 9.4 Attitudes and Knowledge of Young People about Science, 280
- 9.5 The Importance of Extra-curricular Science to Achievement, 284
- Getting Started with Science Communication 9.6 in Schools, 285
- 9.7 Think about your Resources, Consumables and Equipment, 302
- 9.8 School Years and Qualifications, 302
- 9.9 Concluding Remarks, 305

References, 305

Useful Websites, 306

10 Demonstrating Interactions between Scientists and Schools, 307

- 10.1 Introduction, 307
- 10.2 Enhancing the Curriculum within the School Environment, 308
- 10.3 Developing Cross-Curricular Activities for Primary and Secondary Schools, 329

viii Contents

- 10.4 Enhancing the Curriculum with Activities with a School Audience but Outside the School Environment, 333
- 10.5 Influencing Curriculum Change, 337
- 10.6 Embedding Scientists into Schools, 338
- 10.7 Training Teachers, 343
- 10.8 Concluding Remarks, 344

References, 344

Epilogue, 347 Abbreviations and Acronyms, 349 Index, 351

