

2023/2/20(月) 15:00-17:00 Zoom開催 「サイエンス・コミュニケーションの現在」 Ayelet Baram-Tsabari イスラエル工科大学教授

サイエンスコミュニケーションの研究で世界的に著名で活躍されているTsabari先生にお話しいただきます。



申し込みサイト

<https://docs.google.com/forms/d/e/1FAIpQLScthYKFR5XGcUIGkNGJnVdOLMSTXshQz2raeZoMvFduuKgOzA/viewform>

科学コミュニケーション研究会主催
担当: 横山広美(東大)
ユアン・マツカイ(神戸大)

ふたつのテーマで、30分ずつ講演をいただいた後、ディスカッションを予定しています。英語講演ですが、日本語でもご質問いただけます。ぜひご参加ください。

15:00-16:00

How should we organize science communication trainings to achieve competencies? To advance science communication training, we use learning theory to build on an earlier effort to create a comprehensive list of topics for learning science communication. We identify threshold concepts that can help learners move through the community of practice of science communication. We organize the topics as essential or advanced, and specify their relevance to occasional, active, and professional science communicators. We understand learning progressions as a way to structure movement within a community of practice, especially the development of stronger identity as a science communicator. We believe this approach can lead to development of formal learning progressions for structuring science communication training. Our goal is to help move science communication training from an opportunistic activity drawing on the particular interests and skills of individual trainers to a more systematic enterprise.

16:00-17:00

Public engagement with science in the Jewish ultra-orthodox society in Israel: Ultra-Orthodox Jews in Israel are often referred to as an 'enclave community' with strict social and cultural boundaries. Very broadly, Ultra-Orthodox schools aim to prepare youngsters for their gender-specific societal roles: males as religious scholars, and females as breadwinners and domestic caregivers. For this reason, most male students do not learn science beyond fifth or sixth grade (ages 11-12 years). This community lives in a developed, technology-rich country, but has extremely limited formal STEM education. This talk will examine public engagement with science in the Jewish ultra-orthodox society at the individual and community levels. Empirical findings will be presented to address the following questions: how did individuals use health-related and religion-related arguments to make decisions during the COVID-19 pandemic? How does community-level science literacy being manifested in practice? (and is there a minimum that each individual should know?) What are the strategies for adapting science for religious publics, and what are challenges for inclusive practice in science communication?

About the Speaker

Ayelet Baram-Tsabari, a former science journalist, is a full professor at the Faculty of Education in Science and Technology at the Technion-Israel Institute of Technology, where she heads the applied science communication research group. She was an elected member of the Israel Young Academy, and the scientific committee of the PCST Network, and is a PI of the research center on "Taking Citizen Science to School." Her research program focuses on supporting public engagement with science and effective science communication. She hosts a science communication MOOC on edX and serves as an editorial board member on PUoS and IJSE:B.