

## Theme 1: Understanding How Citizens Make Sense of Science

1/3

### Taking on citizens' perspectives

Today, it is common sense that communicating science effectively and responsibly requires understanding citizens' perspectives and the contexts in which they encounter science (e.g. in climate change, health, AI or nutrition) in their every-day lives.

- Think of the science communication landscape back in the 1980s and compare it to the landscape today. How and where did citizens then and now encounter science?
- When are citizens experiencing gaps in evaluating science content? Reflect upon your sense-making, for instance, in the context of COVID-19 or climate change communication. Please build categories of potential gaps and give examples.
- Which criteria do you think hinder or foster citizens' sense-making of science communication? How could you examine these criteria empirically?
- How could sense-making as a methodology inform professional science communication? How could it be implemented in strategy development?

## Theme 2: Science Communication Quality

2/3

### **Assessing and promoting science communication quality in the digital media environment**

In the digital media environment, potentially everyone can curate, produce and consume science communication content. In this regard, the relevance of promoting science communication quality has been emphasised.

- Why should science communication conform to certain quality standards?
- Can you give examples of 'good' and 'bad' science communication? Please explain your choices.
- Why is it difficult to define quality and develop quality standards?
- Who should be in charge of developing and setting such standards for the field of science communication?
- Should and could science communication online be regulated to assure quality standards?
- Could approaches to promote science communication quality online be organised (e.g. should there be specific institutions and procedures)?

## Theme 3: Reaching Audiences

3/3

### **Roles of science communicators**

In the analogue world, professional science communicators, such as journalists or university spokespersons, were considered to fill specific roles. For instance, the most prominent role of science journalist was as a so-called gate-keeper who decided about the relevance of news and thus contributed to shaping public communication. With the digital transformation, however, the roles of science communicators are changing.

- What different roles do professional science communicators have today that developed in the specific context of the digital media landscape?
- Are there differences between various science communicators' roles (e.g. science journalists, PR people, scientists, science communicators in science centres and museums)?
- Are there roles that science communicators should not take on? If so, why?

### **Reaching (underserved) audiences**

In science communication, the question of how to reach different audiences has been widely discussed in recent years.

- Which criteria can be applied to distinguish different audiences?
- Which audience segments are especially relevant for prospective science communication, and why?
- What does the term 'underserved audiences' imply?
- What are the challenges when addressing these groups?
- Are science communicators facing more barriers today than before the digital transformation?