



Science Communication: CPSS220

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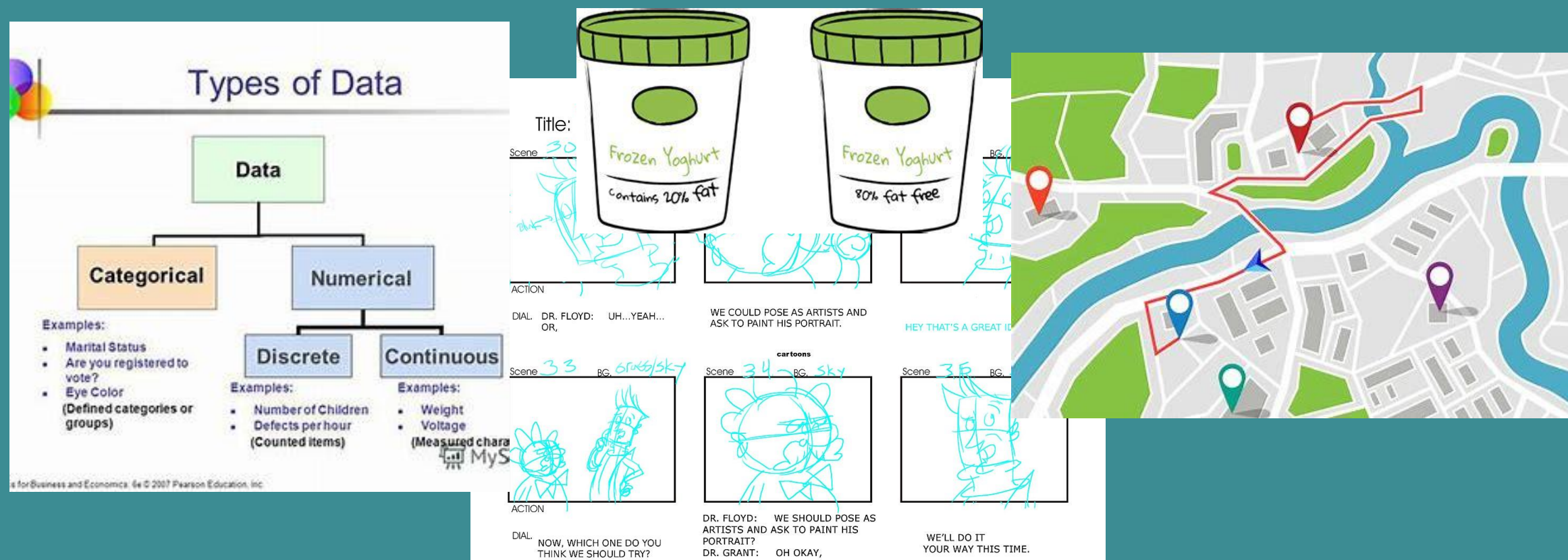
College Park Scholars Academic Showcase

May 1st, 2020



Introduction

CPSS220 is a class here at the University of Maryland, College Park. The class is taught by Dr. Mogul. This class delves into the nuances of science communication through real world applications and activities. For example, the class studied the importance of creating a “WE” culture between the general population and scientists. To apply this idea, we went to current professors and graduate students at the University of Maryland, College Park to discuss their work and research, and we create mediums in which the general public could understand. However, most of the class is discussion based and online and in-person discussion-based outlets are used.



Communication Techniques:

Various “science communication” techniques were explored in the class. This included mapping, framing, storyboarding, and statistical categorization. Mapping required the use of creating well, Maps. However, what the challenge was determining the types of information a map should have: does a stop sign matter on a map or does a specific landmark matter? Framing, a psychological concept, required me to learn about the abilities to manipulate questions and stories beforehand to create a forced response from an interviewee or reader, respectively. Statistical categorization requires me to explore the various methods data is placed into groupings that may skew the information. For example, grades: an 89.99 is almost an A but it is a B+ and most people would see a B+ on the transcript. But if you think about it an 89.99 is better than an 87.1 but they are grouped together.

Site Information:

Name of Site: CPSS220

Address: University of Maryland, College Park

Your supervisor: Dr. Mogul

The site mission: To promote science communication to help mediate the distrust between the general population and scientists.

Issues Confronting Site:

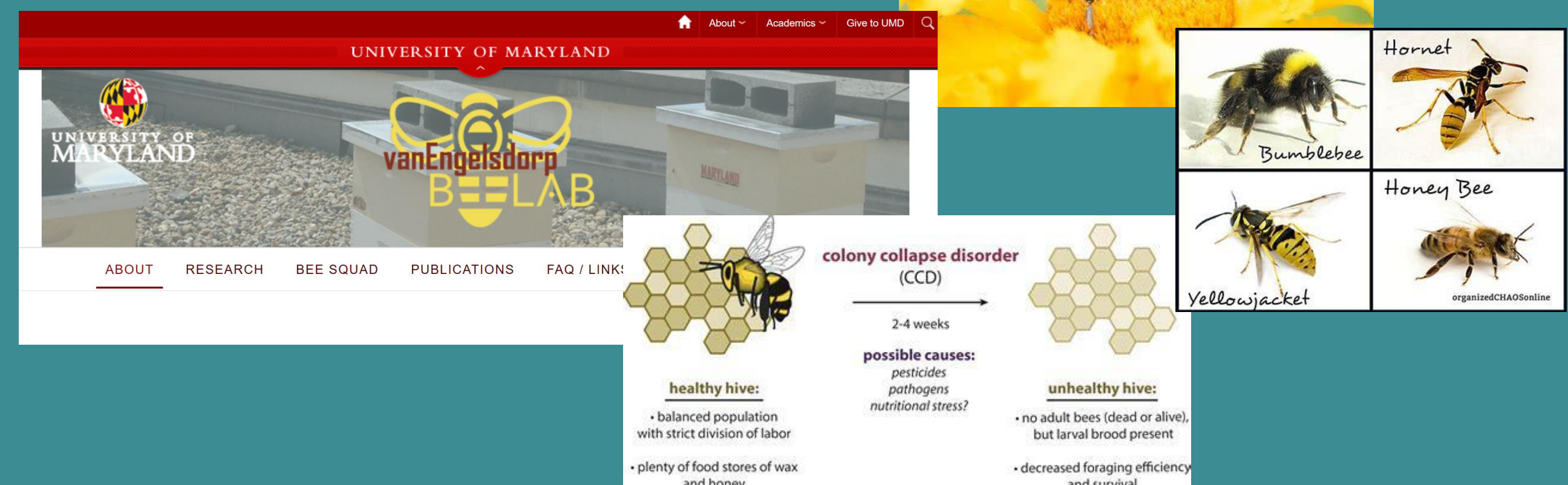
I felt like the class was too discussion based and wished it included more field-based research and interactions with the general public. I learned how to discuss with researchers and professors about their research but was not able to apply my knowledge of their work to the rest of the public.



Acknowledgments:

Thank you, Dr. Holtz, Dr. Merck, and all the staff in the University of Maryland, College Park Scholars program for all their help over my first two years of University.

Activities:



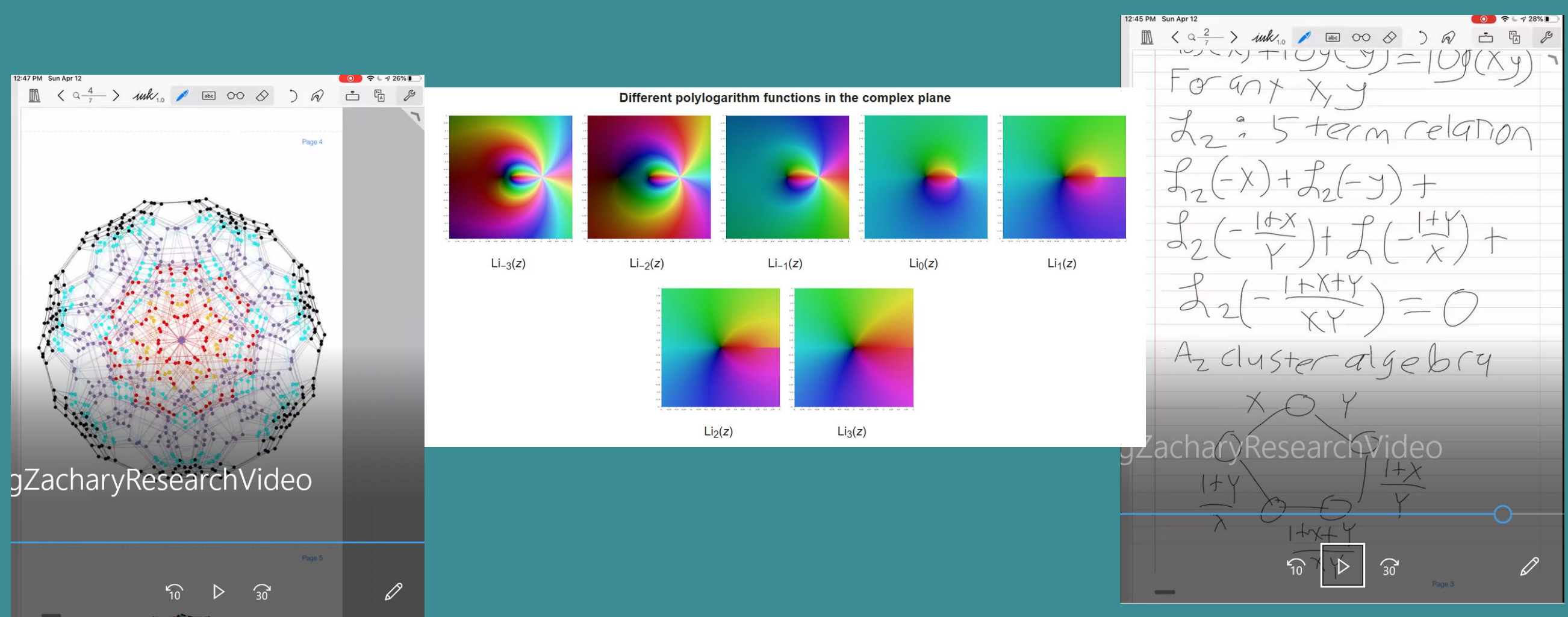
Bee Lab:

I visited the Bee Lab at the University of Maryland and learned various aspects of how bees influence our environment. We learned about the major beekeepers on the East-coast, the immune system of bees, the many species of bees, types of flowers that bees like, and various parasites that harm bees.



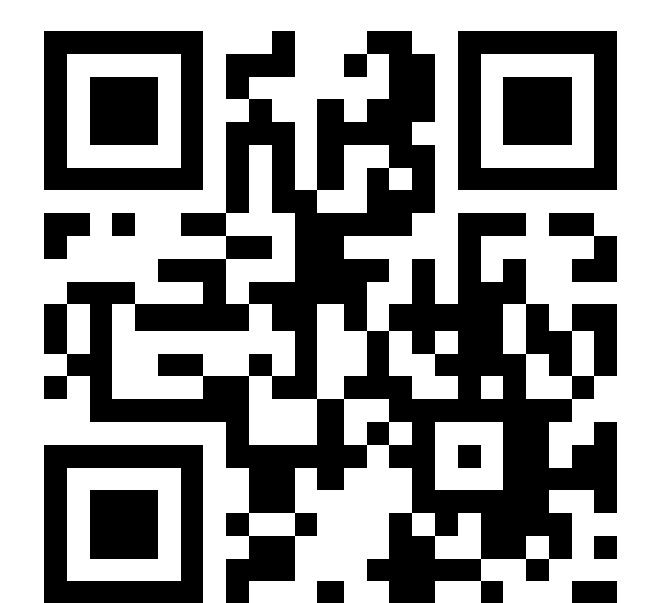
National History Museum:

Due to the coronavirus, our class had to take a virtual tour of the Natural History Museum in D.C. We spent time analyzing the social culture of early humans and the effectiveness of communicating information such as a museum in a virtual scale.



Three Minute Thesis:

Over the course of 3 weeks I had to find and keep-in-touch with a graduate student to learn about their research. The difficulty in this challenge required me to effectively persuade graduate students into helping me. Another challenge was to learn about their graduate research as quickly as possible and be able to parse their information into public friendly data.



Practicum Video Testimonial