

AGAINST

the DEFICIT MODEL

a

MANIFESTO

for

SCIENCE COMMUNICATION

1.

Science that is not communicated
is not **knowledge**.

But **knowledge**
is not a set of **facts**.

2.

Deficit model thinking is the root of

societal mistrust

of science.

3.

Showing you the **data** on why the *deficit model* fails
will only convince

YOU

if

YOU

are the kind of person trained to *feel*
the urge to employ deficit model thinking.

4.

We **NEED** a

//

communication

of the

science

of

science communication

//

.

5.

Effective

science communication requires **expertise**,
gained through **experience**,
of your own or of **others**.

6.

Expertise

in science communication **exists**,

but it draws on a **broader** range
of fields than

anybody can be an **expert** in.

7.

Science communication **must engage** with

other *knowledge systems*,

especially those that

don't

seem immediately **relevant.**

They seem *irrelevant* because we **don't understand** their lessons.

8.

To think that

an education in science

is **good** preparation

for science communication

is

to **fundamentally** misunderstand

science communication.

(It's also quite arrogant.)

9.

Moving from

science » science communication

requires a letting go of things ***you hold dear.***

Not to **REJECT** them, but to **REPOSITION** them within, and to **RECONSTRUCT**,
your worldview.

10.

Simplification

gets IN THE WAY OF

true understanding

and only sustains the

deficit model.

11.

Science fandom

is not science communication.

Enthusiasm is important, but not more than **scepticism.**

{Not if you believe in truth as an
admirable quality.}

12.

Personally
being
a
fan
of
science
and
being
a
good
science communicator
are

orthogonal

You can
really,
really,
really
like science and be
at communicating it.

terrible

You can be really
at communicating science
(and not really give
a *shit* about it.)

good

13.

Science **communication**

#is not the same as#

science **education.**

14.

Science **communication**

#is not the same as#

science **journalism.**

15.

Science communication can

sometimes

have audiences

BUT it *usually* has **participants.**

16.

DON'T **subjugate** ART **to** THE **service** OF **science**.

((That often falls into the deficit model trap of expressing
((meaning only via the measurable and quantifiable.

17.

**Wearing the clothes of
art does not make it
art. Mixing science and
art often makes for bad
science and bad art.**

18.

THEY

who does not learn from history is doomed to repeat it.