Welcome to ENSCOT, the European Network of Science Communication Teachers ...

The European Network of Science Communication Teachers (ENSCOT) is a project that ran from March 2000 - July 2003. It was funded by the European Commission under the Framework 5 "Raising Public Awareness of Science and Technology Programme".

The project brought together leading institutions and individuals involved in science communication teaching from across Europe, to exchange ideas on good practice in teaching, develop a European perspective for science communication courses and to act as a nucleus for other science communication teachers throughout the European Union.

The project has now completed, but we hope to launch an expanded network early in 2004. Details of the resources produced by ENSCOT can be found on this site.

For more details contact info@enscot.eu.
About Us

ENSCOT involved 6 centres in 5 member states of the European Union:

**Ireland**
Dublin City University

**France**
Universite de Paris

**Germany**
Freie Universitaet Berlin

**Spain**
Universidad Pompeu Fabra

**UK**
University College London
Imperial College of Science, Technology and Medicine
The Open University
Queen's University, Belfast
Our Work

ENSCOT had four overall objectives:

1. To exchange ideas on good practice in teaching methods

2. To produce a European Science Communication Module that will enable a European perspective on public understanding of science to be taught to science communication students

3. To produce a prototype science communication workshop to train scientists working on European Union projects to discuss their work with lay audiences

4. To establish a nucleus for science communication teachers throughout the European Union, acting as a source for teaching resources, advice and practical assistance.
Resources

European Institutions Offering Science Communication Courses

Bibliography

Links
The world of science is changing - as we make more and more discoveries that impact on people's lives, the pressure on scientists to communicate effectively with the public is increasing. But we live in a time when we are constantly in contact with slick, professional communication - on the TV and radio, in newspapers and even on the back of buses. The stakes for communication have been well and truly raised and a hastily drawn overhead will no longer do.

But this needn't be a problem. Excellent communication can be learned - and this is what you will have the opportunity to do in our workshop. Over the course of three days, we will look at the basics of good communication and try them out in two of three different contexts: writing; speaking in public; being interviewed. Work will take place in small groups and on a one to one basis and throughout, the focus will be on the practical 'doing' of communication - so everyone should have a chance to try out their new found skills in the safety of the workshop before returning to the lab.

The workshop isn't just about communicating science however - it's about communicating European science. All of the participants will have an opportunity to exchange ideas and experiences with European colleagues.

If you are interested in participating in one of our...
The European Network of Science Communication Teachers

workshops, please contact Prof Steven Miller
The European Network of Science Communication Researchers (ENSCORE)

The European Network of Science Communication Researchers (ENSCORE) is a pilot project jointly funded by the Royal Irish Academy National Committee for Economics and Social Sciences and the British Council Research Networks Scheme.

ENSCORE established a research network where none had existed previously - in the relatively new and growing field of Science Communication. It is designed to complement the recently-established European Network of Science Communication Teachers (ENSCOT). The purposes of creating ENSCORE are not only to list the persons, places and ideas already underway in Science Communication research, but to provide a network that invites new persons, places and ideas, and to foster research in this field.

The ENSCORE pilot by no means intended to provide a scientific or comprehensive study of Science Communication research, but rather gets things started for further networking. By recording the various interests...
The European Network of Science Communication Teachers

here, the ENSCORE pilot helps to shape the definition of scholarship in the field of science communication.

Dr Kirk Junker & Dr Joan Leach, ENSCORE, May 2003.
European Science Communication Modules

ENSCOT has produced four modules, designed to be used and adapted by science communication teachers and students across the European Union, and by others interested in the network's work. These are:

· Media studies
· Political initiatives
· Professional culture
· Science controversies

Media Studies explores the evolving relationship between science and the media, aiming to guide teachers and students through the main issues and present examples of content analysis of media coverage of science conducted in selected newspapers across five countries in Europe.

Political Initiatives in Science and Society considers how different countries within the EU have dealt with the relationship between science and politics - itself one facet of the complex relationship between science and the public - by looking at different programmes and policies designed to 'bring science to society'.

Science Controversies: Learning by doing looks at contradictory perspectives involved in the outbreak of scientific disputes, bringing into open view the social processes normally hidden in laboratories.
The module is based on an activity whereby students analyse, adapt and act out an historical scientific controversy from a choice of several cases.

**Professional Culture** considers the emergence of science communication as a professional field. Focusing on three areas of professional science communication: Public Relations; journalism; Museums and science centres, the module aims to address the question 'what is it like to work as a professional science communicator?'

The final package of ENSCOT modules includes additional material explaining key terms and concepts in the area of science communication.

For further details or copies of the modules, please contact Prof. Steven Miller.
Resources

European Institutions Offering Science Communication Courses:

**UK**
- University College London: BSc Science and Technology Studies
- Birkbeck College London: Postgraduate Diploma in Science Communication
- Imperial College of Science, Technology and Medicine: MSc Science Communication (Students' Page)
- The Open University

**Ireland**
- Dublin City University: MSc Science Communication

**France**
- Universite de Paris

**Germany**
- Freie Universitaet Berlin

**Spain**
Universidad Pompeu, Fabra
Quark Magazine (Science, Culture and Communication)

If you would like to add your institution to this list, please e-mail URL and details to Melanie Smallman.
Bibliography

ENSCOT Publications


**General reading**


Resources

Other Useful sites:
Association of British Science Writers
British Association for the Advancement of Science
COPUS
European Science Journalists Association
UK Government Office of Science and Technology
Public Science Communication mailing list (Psci-com)
Public Understanding of Science Journal
Royal Institution
Science, Technology, Engineering and Medicine Public Relations Association
The European Network of Science Communication Researchers (ENSCORE)

How did ENSCORE work?

The pilot project began by simply sending a questionnaire to Science Communication teachers and researchers, who were known to the proposers of the project either through work in the field, or by surveying relevant literature. The results of that pilot phase are recorded and tabulated in the pages linked opposite.

We wish to thank The Royal Irish Academy National Committee for Economics and Social Sciences and the British Council for generously supporting the pilot phase of this project.
Survey on Science Communication
Section 1: Research interests

Please list below your areas of research interest in Science Communication:

<table>
<thead>
<tr>
<th>Research area</th>
<th>Areas of interest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science Journalism</td>
<td>science journalism influences the decision-making process.</td>
</tr>
<tr>
<td></td>
<td>Relationship between scientific journals and the mass media</td>
</tr>
<tr>
<td></td>
<td>Science news on the web: a mapping approach to the presentation of scientific information</td>
</tr>
<tr>
<td></td>
<td>Comparative analysis of European science reporting</td>
</tr>
</tbody>
</table>
| Public Understanding of science | Genetics  
| Biotechnology  
| History and sociology of popularisation.  
| Human Biology  
| Environment  
| Scientists and experts in the public space.  
| Opportunities and obstacles for dialogue, especially in relation to biotechnology  
| Scientists' views of their public communication.  
| Models of communication underlying scientists' public engagement |
| Media Studies | Content Analysis  
| Perception Studies  
| Communicator Studies  
| Media Trends  
| Computer Mediated communication in public consultations.  
| Mass media and acceptance of technology.  
| Media representations of science |
| Risk and crisis communication | Scientists as public experts  
| Scientists as expert witnesses in the courtroom |
| Institutional Science Communication |  |
| Rhetoric of Science | Interpretation, representation and the creation of meaning in science  
| Common and special topics of science in Ancient Rhetoric |
| Science Popularisation |  |
The European Network of Science Communication Researchers (ENSCORE)

Survey on Science Communication
Section 2: Journals and periodicals

For the areas that you have identified in your answer to question 1, what journals, periodicals or internet-based resources do you regularly consult?

British Journal for History of Science
The British Medical Journal
Communications
Culture and Society
Current Contents (Social & Behavioral Sciences)
Journal American Medical Association
Journalism Quarterly
The Lancet
Media
Medien & Kommunikationswissenschaft (German)
Nature
New Genetics and Society,
New Scientist.
Public Understanding of Science
Publizistik (German)
Quarterly Journal of Speech
Risk Abstracts
Risk Analysis
RTD Info (European Commission)
In addition, the following online resources were identified as being of use:

- Biomednet <http://www.biomednet.com>
- Alphagalileo <http://www.alphagalileo.org>
- Eurekalert <http://www.eurekalert.org>
- Webbio: http://www.webbio.net>
- The Human Genetics Commission
- POST
- EurekAlert!
- AlphaGalileo
- BBC Online
- The Guardian Unlimited
- The Electronic Telegraph
- SCI
- SSCI
- Medline (Pubmed)
- Sociofile
### Survey on Science Communication

#### Section 3: Research Aids

Please rank the following research resources for Science Communication as follows:

1 = always consult  
2 = usually consult  
3 = sometimes consult  
4 = rarely consult  
5 = never consult

<table>
<thead>
<tr>
<th>Resource</th>
<th>Average Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monographs</td>
<td>2.2</td>
</tr>
<tr>
<td>Journals (in print form)</td>
<td>1.6</td>
</tr>
<tr>
<td>Other periodicals (in print form)</td>
<td>2.3</td>
</tr>
<tr>
<td>Journals (on-line)</td>
<td>2.5</td>
</tr>
<tr>
<td>Periodicals (on-line)</td>
<td>2.2</td>
</tr>
<tr>
<td>Electronic databases</td>
<td>2.5</td>
</tr>
<tr>
<td>Internet</td>
<td>1.3</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td></td>
</tr>
</tbody>
</table>
Section 4: Online Research

Do you subscribe to any list-services that you find particularly relevant to Science Communication research? If so, please specify which.

<table>
<thead>
<tr>
<th>List Acronym</th>
<th>List Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>PCST-List</td>
<td>Public Communication Science &amp; Technology List</td>
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<tr>
<td>ACC</td>
<td>ACC</td>
</tr>
<tr>
<td>BIB-MED</td>
<td>Medical Biblographic Abstracts</td>
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<tr>
<td>BIONEWS</td>
<td></td>
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<td>EUSJA-L</td>
<td></td>
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<tr>
<td>Mersenne</td>
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<tr>
<td>NASA press releases</td>
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<tr>
<td>NASW-talk</td>
<td></td>
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<tr>
<td>Nature press releases</td>
<td></td>
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<tr>
<td>Psi-Comm (PCSI-com)</td>
<td></td>
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<tr>
<td>PUS-List</td>
<td>Public Understanding Of Science</td>
</tr>
<tr>
<td>SPIN</td>
<td>Science and Technology Studies</td>
</tr>
<tr>
<td>STS</td>
<td>Wissenschaftsjournalismus</td>
</tr>
<tr>
<td>Wissjour-List (German)</td>
<td></td>
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</tbody>
</table>
### Survey on Science Communication

#### Section 5: Previous Research

Have you ever obtained funding for research in Science Communication (other than ENSCOT)?

Please specify the name of the project(s), the years and the publication(s) generated by it.

<table>
<thead>
<tr>
<th>Project</th>
<th>Publications</th>
</tr>
</thead>
<tbody>
<tr>
<td>1981-1984 Origin, processing and distribution of science news</td>
<td></td>
</tr>
<tr>
<td>Year Range</td>
<td>Theme</td>
</tr>
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<td>------------</td>
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<td></td>
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</tbody>
</table>
1995
The media and acceptance of technologies

1995
Peters, H.P.: Het persoonlijk contact tussen wetenschappers en journalisten

Workshop Reports last: Göp-fert, Win-fried/Renate Bader (Hrsg.):

Risikoberichterstattung und Wissenschaftsjournalismus. - Tagungsbericht zum 4.


Reception and effects of media reporting on genetic engineering (1996-1999)


<table>
<thead>
<tr>
<th>Year</th>
<th>Project/Research</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996</td>
<td>Public perceptions of science in Catalan society</td>
<td></td>
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<tr>
<td>1996</td>
<td>Lay understandings of genetics, Wellcome Trust</td>
<td></td>
</tr>
<tr>
<td>1996-2000</td>
<td>Public Health: Media Perception by patients with chronic diseases</td>
<td></td>
</tr>
<tr>
<td>1996-1997</td>
<td>Lay understandings of genetics, Wellcome Trust</td>
<td></td>
</tr>
<tr>
<td>1999</td>
<td>Predictive medicine, genetics and schizophrenia (with Dr J. Turner), New Genetics and Society, 19, no 1, (2000), 5-23. Testing times - Public attitudes to genetic testing for schizophrenia.</td>
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<td>1999</td>
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<tr>
<td>1999</td>
<td>Report in Jazbinsek: Gesundheitskommunikation (in print)</td>
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<tr>
<td>1999</td>
<td>Predictive medicine, genetics and schizophrenia (with Dr J. Turner), New Genetics and Society, 19, no 1, (2000), 5-23. Testing times - Public attitudes to genetic testing for schizophrenia.</td>
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<tr>
<td>1999</td>
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<td>1999</td>
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<tr>
<td>1999</td>
<td>Report in Jazbinsek: Gesundheitskommunikation (in print)</td>
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<tr>
<td>1999</td>
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</tr>
<tr>
<td>1999</td>
<td>Report in Jazbinsek: Gesundheitskommunikation (in print)</td>
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<tr>
<td>1999</td>
<td>Predictive medicine, genetics and schizophrenia (with Dr J. Turner), New Genetics and Society, 19, no 1, (2000), 5-23. Testing times - Public attitudes to genetic testing for schizophrenia.</td>
<td></td>
</tr>
<tr>
<td>Year</td>
<td>Event Description</td>
<td></td>
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<tr>
<td>------</td>
<td>-------------------</td>
<td></td>
</tr>
<tr>
<td>1997-99</td>
<td>Royal Irish Academy Public Issues in Biotechnology</td>
<td></td>
</tr>
<tr>
<td>1993</td>
<td>Irish representative of EC-funded VALUE project for staging of conference, Science and Communication</td>
<td></td>
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<tr>
<td>2000</td>
<td>Reporting Contested Science: Media Coverage of Research into Sex and Gender Differences</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Source</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Understanding of Science, 1997, n.6 (143-166)</td>
<td>1997.</td>
</tr>
<tr>
<td>Genes on the Agenda, published by Dublin City University, Research Report, School of Communications, 1999</td>
<td></td>
</tr>
</tbody>
</table>

http://www.ucl.ac.uk/sts/enscot/enscore5.htm (5 of 6) [20/07/2010 17:00:25]
### Survey on Science Communication

**Section 6: Faculty**
With which university department, faculty, school, research centre (or other) do you conduct your research in Science Communication? (For example, "Science Studies Department," "Humanities Programme", or "School Of Communication").

<table>
<thead>
<tr>
<th>Faculty Type</th>
<th>Faculty Name</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Humanities</td>
<td>Faculty of Journalism, Science, Continuing Education</td>
<td>Obervatori de la Comunicació Científica-OCC (Science Communication Observatory)</td>
</tr>
<tr>
<td></td>
<td>Interfaculty</td>
<td>Science and Continuing Education</td>
</tr>
<tr>
<td>Natural Science</td>
<td>Faculty of Science</td>
<td>Centre for Science Education</td>
</tr>
<tr>
<td></td>
<td>Mathematical and Physical Sciences (MAPS)</td>
<td>Science studies department</td>
</tr>
<tr>
<td></td>
<td>Science Communication Group</td>
<td>Humanities Programme</td>
</tr>
<tr>
<td>Social Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td></td>
<td></td>
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<tr>
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</tr>
<tr>
<td>Programme Group Humans, Environment, Technology.</td>
<td>Institute of Lifelong Learning</td>
<td>Political and Social Sciences</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Joint Faculty of the Humanities, Political and Social Sciences</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The European Network of Science Communication Researchers (ENSCORE)

Survey on Science Communication

Section 7: Bibliography
We are hopeful that a bibliography of Science Communication Research articles and monographs can be compiled which highlights work in the field. Please append a list of your own publications below as well as any titles by other authors that you find particularly useful in research.

English Texts:


Epstein, Isaac. "Some differences between guiding principles (ethos) of journalists and scientists", texto
The European Network of Science Communication Teachers


Trench, Brian, and Fiona Barbagallo, Genes on the Agenda, School of Communications, Dublin City University, 1999

Trench, Brian, "Science Reporting without Science Journalists", proceedings of World Congress of Science Journalists, Budapest, 1999


Trench, Brian, "Science reporting in Europe: from comparison to critique", proceedings of fifth international conference on Public Communication of Science and Technology, posted at http://kommwiss.fu-berlin.de/p cst98/


Turney, Jon, More than story-telling - Reflecting on popular science Chapter for Science Communication in Theory and Practice. Bryant, Gore and Stockmeyer (eds), Klumer, in press.

Turney, Jon, Predictive medicine, genetics and schizophrenia (with Dr. J. Turner), New Genetics and Society, 19, No. 1, (2002), 5-23.


Turney, Jon, A Quark for Mister Mark: 101 poems about science. (Co-edited with Maurice Riorden) Faber and Faber, October 2000.

Turney, Jon, Book review - Enhancing Human Traits: Ethical and Social Implication. Erik Parens (ed),
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Turney, Jon, Testing times - Public attitudes to genetic testing for schizophrenia.

Turney, Jon, Book review - Collins, H., and Pinch, T., The Golem at Large - What you should know about Technology. Public Understanding of Science, 8 (1999), 139-140.


Turney, Jon, Open University Study Guides, for S802 Master's Course Module, Science and the Public.
Block 2 - Risk perception pp. 10. 1998
Block 3 - History of public understanding of science, October 1997.

Turney, Jon, Public Understanding of Science The Lancet - 347, 20 April 1996, pp 1087-1091

Turney, Jon, The Public Understanding of Medical Science Molecular Medicine, Today, Vol 1, No 8, 359-363, November 1995


Turney, Jon, In the grip of the monstrous myth (essay review). Public Understanding of Science, Vol 3, No 2, 225-233 April 1994,


**French Texts:**

Trench, Brian, "Science Reporting: science or journalism?" in La Promotion de la Culture Scientifique et Technique: ses acteurs et leurs logiques, Publications de l'Universite Paris 7, 1998
German Texts:
Bader, Renate/Winfried Göpfert: Eine Geschichte 'bauen'
- S. 98-107

Göpfert, Winfried: Möglichkeiten der Gesundheitserziehung im Fernsehen am Beispiel des ARD RATgeberGesundheit

Göpfert, Winfried: ARD RATgeberGESUNDHEIT - a health magazine on German Television

Göpfert, Winfried: Möglichkeiten der Massenmedien in der Suchtprävention

Göpfert, Winfried: Medizinische Aufklärung über Massenmedien - ein Weg zur Verbesserung der PatientenCompliance?

Göpfert, Winfried: ARD RATgeberGEBERGESUNDHEIT - Gesundheitliche Aufklärung im Fernsehen

Göpfert, Winfried: ARD RATgeberGESUNDHEIT - Un magazin de la santé à la Télévision Allemande

Göpfert, Winfried: ARD RatgeberGesundheit - Chancen, Grenzen, Möglichkeiten

Göpfert, Winfried: Medienspezifische Präsentation: Fernsehen

Göpfert, Winfried: Wissenschaftsjournalismus - verlängerter Arm der Öffentlichkeitsarbeit?
in: Wissenschaftsjournalismus und Öffentlichkeitsarbeit / Hrsg. Robert Bosch Stiftung. - Stuttgart: Bleicher,
Göpfert, Winfried: Wetterinformation als Übersetzungsarbeit

Göpfert, Winfried: Falsch verstandene Risiken. Die Funktion der Medien zwischen Aufklärung und Besänftigung

Göpfert, Winfried: Infotainment und Confrontainment. Unterhaltung als journalistisches Stilmittel
in: Bertelsmann Briefe. - Heft 128, Oktober (1992), S. 48-51

Göpfert, Winfried; Hans Peter Peters: Konzept einer Sommerschule Wissenschaftsjournalismus
in: Publizistik 37(1), (1992), S. 118-120


Göpfert, Winfried; Hans Peter Peters: Medientraining für Wissenschaftler. Zu einem im Forschungszentrum
Jülich erprobten Konzept

Göpfert, Winfried; Hans Peter Peters: Medientraining für Wissenschaftler: Die Königskinder zusammenführen


Göpfert, Winfried: Rez. zu: Gerhard Schult/Axel Buchholz (Hrsg.): Fernsehjournalismus. Ein Handbuch für Ausbildung und Praxis


Göpfert, Winfried/Stephan RußMohl: Was ist überhaupt Wissenschaftsjournalismus?
Göpfert, Winfried/Hans Peter Peters: Wissenschaftler und Journalisten: ein spannungsreiches Verhältnis
- S. 21-27

Göpfert, Winfried/Stephan RußMohl: Wissenschaftsberichterstattung - Medien und Märkte
- S. 31-47

Göpfert, Winfried: Recherche im Wissenschaftsbetrieb
- S. 67-75

Göpfert, Winfried: Beispiele, Vergleiche und Metaphern
- S. 107-121

Göpfert, Winfried: Wissenschaft im Fernsehen
- S. 152-162

Göpfert, Winfried: Gängige Themen: Medizin und Gesundheit
- S. 205-213

Göpfert, Winfried: Scheduled science: TV coverage of science, technology, medicine and social science and
programming policies in Britain and Germany

Göpfert, Winfried: ...oder vielleicht Wissenschaftsjournalismus?
in: Berliner Ärzte. - 10/96 (1996), S. 16-18

Göpfert, Winfried: Zwischen Theorie und Praxis. Anmerkungen zur Ausbildung von Fernsehjournalisten
in: Film- und Fernsehwissenschaft. - Nr. 2 (1996), S. 8-10

Göpfert, Winfried: Klinische Fälle - Arbeit der Medizinjournalisten
in: journalist - das deutsche Medienmagazin. - Nr. 2 (1997), S. 12-17
Göpfert, Winfried: Blinde Kuh
in: Sage & Schreibe. - Nr. 3 (1997), S. 18-19

Göpfert, Winfried: Boom im Wissenschaftsjournalismus
in: Sage & Schreibe. - Nr. 7&8 (1997), S. 20-21

Göpfert, Winfried: Wenn der Geprüfte den Prüfer beurteilt... Rez. zu: Matthias Kohring: Die Funktion des
Wissenschaftsjournalismus. Ein systemtheoretischer Entwurf
in: Sage & Schreibe. - Nr. 11 (1997), S. 48-50

Göpfert, Winfried: Verständigungskonflikte zwischen Wissenschaftlern und Wissenschaftsjournalisten
Göpfert, Winfried: Journalisten als Akzeptanzbeschaffer
in: Sage & Schreibe. - Nr. 3 (1998), S. 48

Göpfert, Winfried: Science-News: How is Science presented in TV news? Analysis of science representation in
a public and a private news bulletin in Germany in October 1994. In: La promotion de la culture scientifique: ses

Göpfert, Winfried: Der Wetterbericht ist eine journalistische Aufgabe, keine meteorologische!
in: Wetterinformation für die Öffentlichkeit - aber wie? / Hrsg. Werner Wehry. - Berlin: Deutsche Meteorologische

Göpfert, Winfried/Renate Bader (Hrsg.): Risikoberichterstattung und Wissenschaftsjournalismus.

Göpfert, Winfried/Renate Bader: Editorial
in: Risikoberichterstattung und Wissenschaftsjournalismus. / Hrsg. Göpfert, Winfried/ Renate Bader. -
Tagungsbericht zum 4. Colloquium Wissenschaftsjournalismus. - Materialien und Berichte 47 der Robert Bosch

Göpfert, Winfried: "Die HeidelbergMannheimer Schule" - Fünf Jahrzehnte Wissenschaftsberichte
in: Von außen besehen. Markenzeichen des Süddeutschen Rundfunks. / Hrsg. Hermann Fünfgeld -

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Dear Colleague:

The European Network of Science Communication Research (ENSCORE) is a project for which the pilot was funded by the Royal Irish Academy and the British Council. The main focus of the project is to explore the boundaries and the diversity of approaches within the research field of Science Communication. Below, please find a series of questions about research in Science Communication. These are designed to begin the process of identifying areas of research interest in Science Communication in Europe. Thank you for your help and co-operation.

1. Please list below your areas of research interest in Science Communication.

2. For the areas that you have identified in your answer to question 1, what journals, periodicals or internet-based resources do you regularly consult?

3. Please rank the following research resources for Science Communication as follows:

   1 = always consult
   2 = usually consult
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3 = sometimes consult
4 = rarely consult
5 = never consult

a. Monographs
b. Journals (in print form)
c. Other periodicals (in print form)
d. Journals (on-line)
e. Other periodicals (on-line)
f. Electronic databases

4. Do you subscribe to any list-services that you find particularly relevant to Science Communication research? If so, please specify which.

5. Have you ever obtained funding for research in Science Communication (other than ENSCOT)?

Yes___ No___

(Please specify the name of the project(s), the years and the publication(s) generated by it.)

6. With which university department, faculty, school, research centre (or other) do you conduct your research in Science Communication? (For example, "Science Studies Department," "Humanities Programme", or "School Of Communication").

7. We are hopeful that a bibliography of Science Communication Research articles and monographs can be compiled which highlights work in the field. Please append a list of your own publications below as well as any titles by other authors that you find particularly useful in research.

8. Last, and perhaps most important for establishing an active research network, please provide the names, affiliations and contact details, if known, of any other person actively conducting research in Science Communication.