

## NL #1 2025 Public Science Literacy, Volume XIV, Issue 1

Some questions we would like to address in the first 2025 newsletter include:

- How can the public become better educated and equipped to understand risks related to science?
- How can minority scientists be more engaged in advising and data collection for research in education relating to science policy that results in more Black and Latino persons as participants in medical research studies?
- How does science misinformation and questionable research affect public education and trust?
- What are innovative and effective ways of communicating risks from the chemicals present in our lives

Is information like that below used by the Center of Disease Control and others in communication meaningful to the average person to better understand risk or make a behavior change? Should the culture of the audience shape the message?

- If one in 10,000 people were infected in a population of 300,000,000 it would result in 30,000 infected people.
- Death rates from car accidents per 100,000 persons vary by country. For example, in North Korea it is 24 deaths per 100,000 persons, while in Poland it is 5.0 and in the US 12.9. So how useful is this data to the average person?
- Firearms killed more children and teens, ages 1 to 17, than any other cause including car crashes and cancer.

Is there need to change how scientific information is communicated? We invite article of about 800– 1200 words from educators, policy makers, and scientists by **January 24, 2025**

## **Submission Guidelines**

- Author Bio: Include a brief biography summarizing your relevant experience in K-12 STEM education, general science, mathematics, data systems, or curriculum development.
- Style and Audience: Submissions should be professional, informative, and accessible to educators and curriculum planners and related audiences

Submit to: **Publisher at [info@schronicle.com](mailto:info@schronicle.com)**