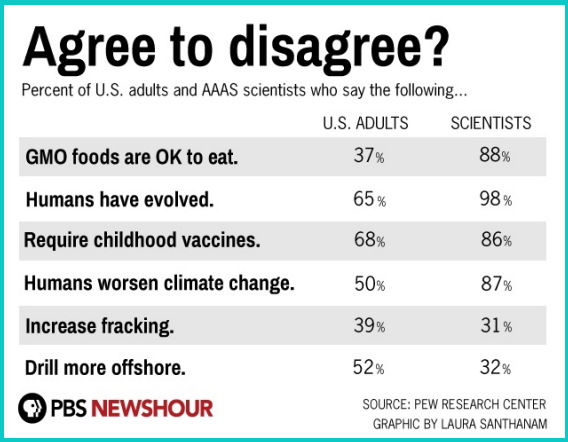
STS Lunchtime Lecture: Melissa Jacquart

Critical Thinking and Public Understanding of Science

Tuesday, October 20th from 12:30 – 1:50 PM in Disque 109



Agree to disagree?

Percent of U.S. adults and AAAS scientists who say the following...

	U.S. ADULTS	SCIENTISTS
GMO foods are OK to eat.	37%	88%
Humans have evolved.	65%	98%
Require childhood vaccines.	68%	86%
Humans worsen climate change.	50%	87%
Increase fracking.	39%	31%
Drill more offshore.	52%	32%

PBS NEWSHOUR

SOURCE: PEW RESEARCH CENTER
GRAPHIC BY LAURA SANTHANAM

In light of recent scientific controversies, such as the debates surroundings climate change, GMOs, vaccines, and fracking, the scientific community has called for an increased public understanding of the relevant scientific issues. Using the distinction from the education literature between Teacher-Centered versus Learner-Centered styles of teaching in order to argue for a change in framing of the public scientific literacy issue, Jacquart examines what philosophy can offer to the discussion.

Melissa Jacquart, MA, is currently a PhD candidate in the Philosophy Department and Rotman Institute of Philosophy at the Western University, Canada. Her primary research is in history and philosophy of science, with a focus on cosmology and physics. She also works on ethics & values in science, feminist philosophy, and philosophy of education. She received her B.S. from the University of Wisconsin-Madison, majoring in Physics, Astronomy, and Philosophy. She has also worked at the National Science Foundation from 2009-2011 for the Science, Technology, and Society program, the Ethics Education in Science and Engineering program, and the Methodology, Measurement, and Statistics program.

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