

Trust and Accountability in Science and
Technology: Some thoughts from
yesterday's pre-meeting discussions

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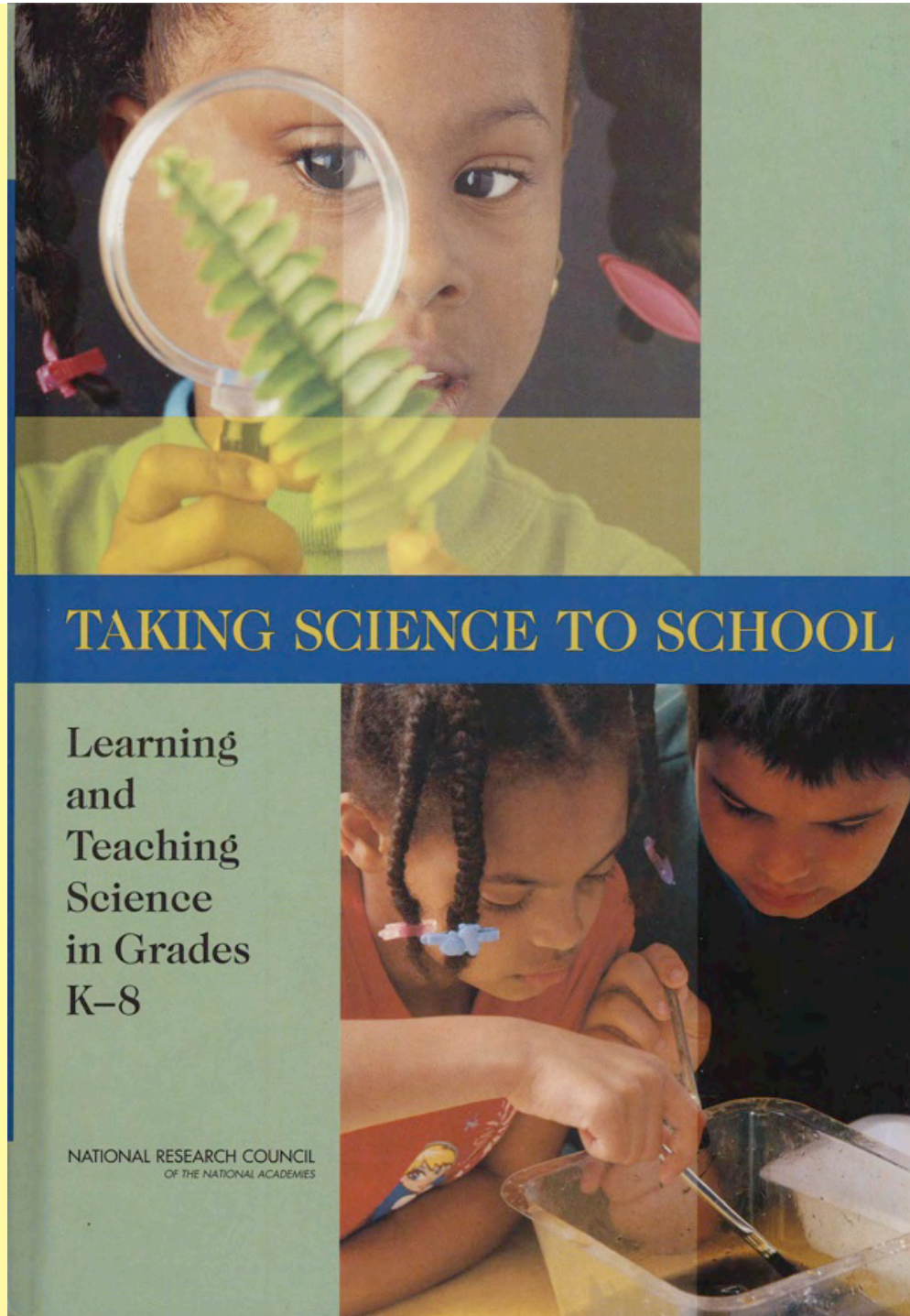
1) Major science education needs

Focus group discussions carried out before the last revision of the National Academy of Sciences' "Science, Evolution, and Creationism" booklet:

Reveal that most people do not distinguish between science as the revealed truth of scientists and religion as the revealed truth of prophets!

How to move forward?

A scholarly 2007 update of the *National Science Education Standards*, emphasizing what has been learned from research in the subsequent decade



This important report claims that students who are proficient in science should be expected to:

1. Know, use, and interpret scientific explanations of the natural world.
2. Generate and evaluate scientific evidence and explanations.
3. Understand the nature and development of scientific knowledge.
4. Participate productively in scientific practices and discourse.

Each of the above four strands of science education are judged to be of equal importance!

Note that strands 2 and 4 can ONLY be taught through active inquiry

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Some advantages of meeting this challenge

1. Retaining the curiosity and energy for learning that young children bring to kindergarten, throughout all their years of schooling.
2. Giving many more children a chance to excel at **something** in the classroom (critical for their motivation).
3. Creating a nation of “can-do” problem solvers.
4. Insulating the next generation from scams, TV rant, and talk radio!

2) The need to “make a science” of answering the question of how to increase the public’s trust in science.

3) The need to do more to stress and inculcate ethics in our scientific communities.

