

SP - (16033) - LEARNING ABOUT (!) SOCIAL MEDIA IN THE SCIENCE CLASSROOM - AN INTERVIEW STUDY

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Short Abstract

In our everyday lives, we are surrounded by a dizzying amount of variety of media messages and media landscapes are constantly changing. Nowadays, especially social media play a significant role in the lives of young people. Many topics discussed in social media have scientific backgrounds – only in very rare cases this is done by science experts. Understanding the use (and the abuse) of scientific information is an important competence for critical citizens. However, learning through and about the media has not yet to play a prominent role in science education. Dedicated science teachers might prove to be the key to innovation when it comes to media education in the science classroom. This study explores the opinions of German science teachers on the importance of scientific media literacy and their attitudes towards implementing a critical reflection of social media in their science classes. Semi-structured interviews with eight science teachers from Bremen, Germany, were conducted and analyzed using qualitative content analysis. Two main types of teachers were identified, who have completely different views towards learning about social media in science education.