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The Open University

Statement of participation

Guest user

has completed the free course including any mandatory tests for:

Science promotion

This 12-hour free course explored the ways that science might be promoted through the involvement of the public in setting policy and objectives.

Issue date: 14 March 2022



www.open.edu/openlearn

This statement does not imply the award of credit points nor the conferment of a University Qualification.
This statement confirms that this free course and all mandatory tests were passed by the learner.

Please go to the course on OpenLearn for full details:
https://www.open.edu/openlearn/health-sports-psychology/health/science-promotion/content-section-0

COURSE CODE: **S802_3**

Science promotion

https://www.open.edu/openlearn/health-sports-psychology/health/science-promotion/content-section-0

Course summary

--- Please note: This is course is due to be archived on Wednesday 7th December. You can study the course up until this date. For learners who have completed the course, the Statement of Participation will remain in your learner records in your OpenLearn profile. --- This free course will look at how public engagement in science and technology might be achieved through science promotion. Science promotion and public involvement in policy making can require both formal and informal objectives: some are explicit and some are implicit, some are articulated at the planning stage and some are unexpected. These objectives can entail participation, engagement, knowledge exchange and learning all of which require a degree of motivation by all parties.

Learning outcomes

By completing this course, the learner should be able to:

- demonstrate an awareness of the issues surrounding public understanding of science
- engage with some of the debates surrounding this topic.

Completed study

The learner has completed the following:

Section 1

Starting to investigate science promotion

Section 2

Joining in

Section 3

The value of institutional science promotion events

Section 4

D-I-Y science: independently engaging with science

Section 5

Public learning agendas

Section 6

Promoting science promotion: the move from deficit to dialogue

Section 7

Conclusions