



The Online, Open and Flexible Higher Education Conference

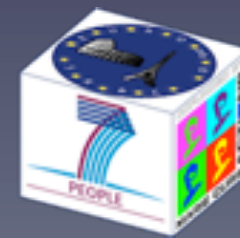
Rome, 19-21 November 2016

Cultural dynamics of Education, Science and Social Representations in the worldwide research landscape and contemporary media scenario

de Rosa, A.S., Ramazanova, A., Dryjanska, L.

European/International Joint Ph.D. on Social Representations and Communication

Research Centre and Multimedia Lab,
Sapienza University of Rome, ITALY
(<http://www.europhd.eu>)

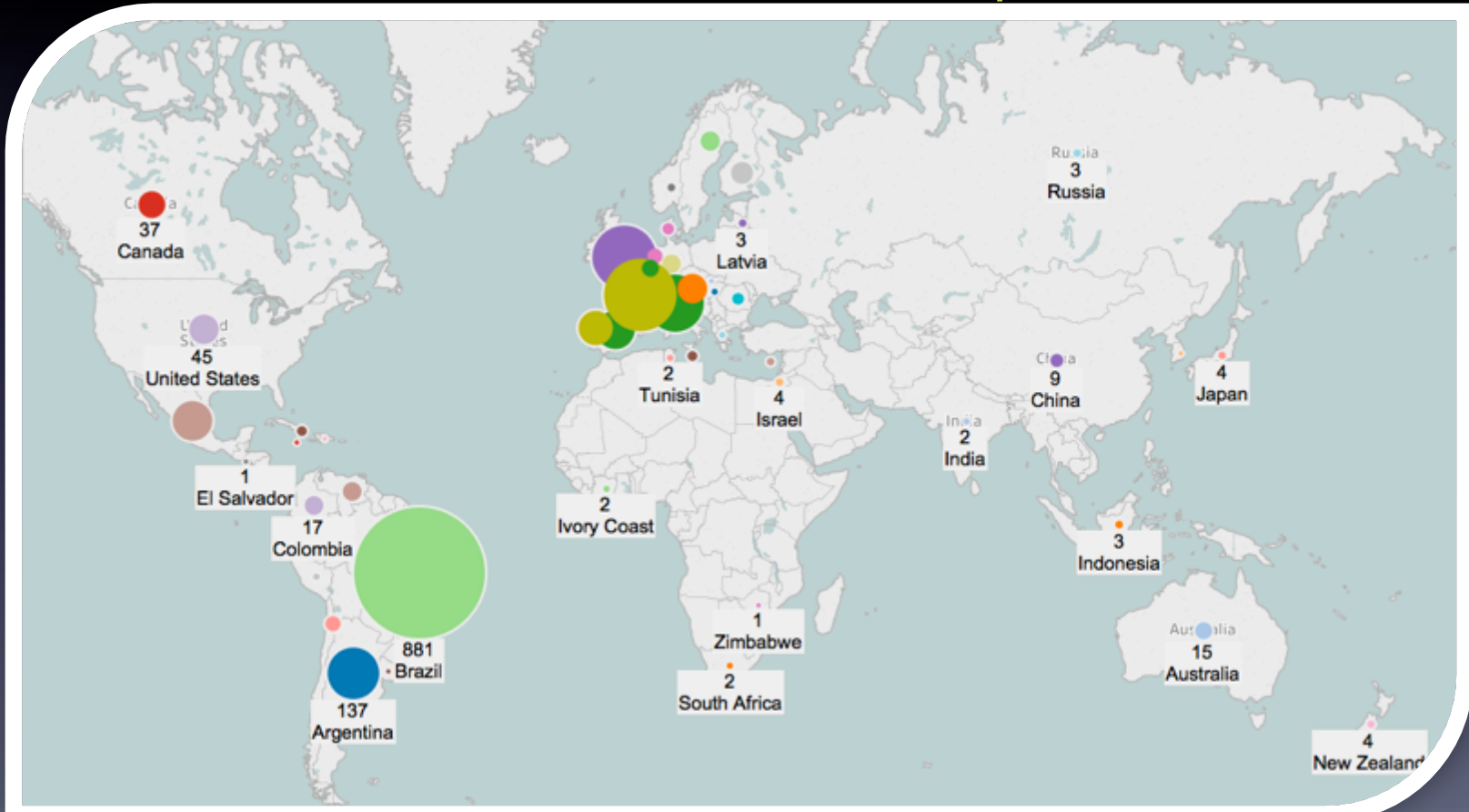




Funded by the European Union

The frequencies distribution of items specifically related to
Social representations and Communication
filed in the repositories of the SoReCom “A.S. de Rosa” @-
Library
by the “Author’s Institution Country” across the world

“Education, Science and Social Representations”





Funded by the European Union

The frequencies distribution of items specifically related to
Social representations and Communication
filed in the repositories of the SoReCom “A.S. de Rosa” @-Library
by the “Author’s Institution Country” in Europe and Latin America

“Education, Science and Social Representations”



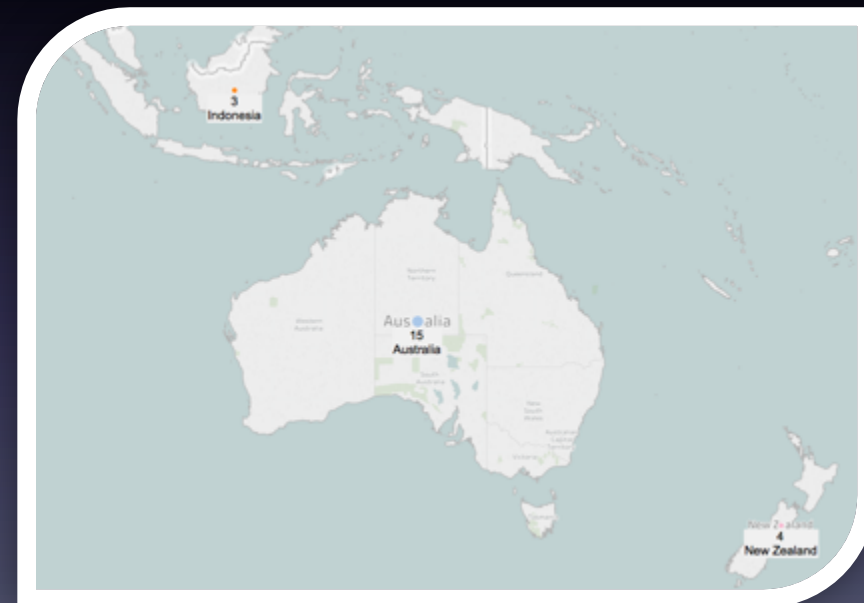


The frequencies distribution of items specifically related to
Social representations and Communication
filed in the repositories of the SoReCom “A.S. de Rosa” @-
Library
by the “Author’s Institution Country” North America and
Oceania



Funded by the European Union

“Education, Science and Social Representations”





The frequencies distribution of items specifically related to
Social representations and Communication
filed in the repositories of the SoReCom “A.S. de Rosa” @-
Library
by the “Author’s Institution Country” in Asia and Africa



Funded by the European Union

“Education, Science and Social Representations”





Selected RESULTS from "Education, Science and Social Representations"



Funded by the European Union

SOURCES of IRAMUTEQ ANALYSIS:

- **STRUCTURAL CORPUS = 655 TEXTS** on Social Representations

(articles, books, books chapters, conferences presentations, manuscript, master theses, PhD thesis, other reports , stand alone web documents, university reports)

- **ABSTRACTS AND KEYWORDS**

Abstract

Number of texts : 655

Number of occurrences : 103310

Number of forms : 5531

Number of hapax : 1882 (1.82% of occurrences - 34.03% of forms)

Mean of occurrences by text : 157.73



Funded by the European Union

Background of analysis

“Education, Science and Social Representations”

ANALYSIS CARRIED OUT BY IRAMUTEQ

DELETING:

- Not Recognised Forms
- Numbers
- Articles

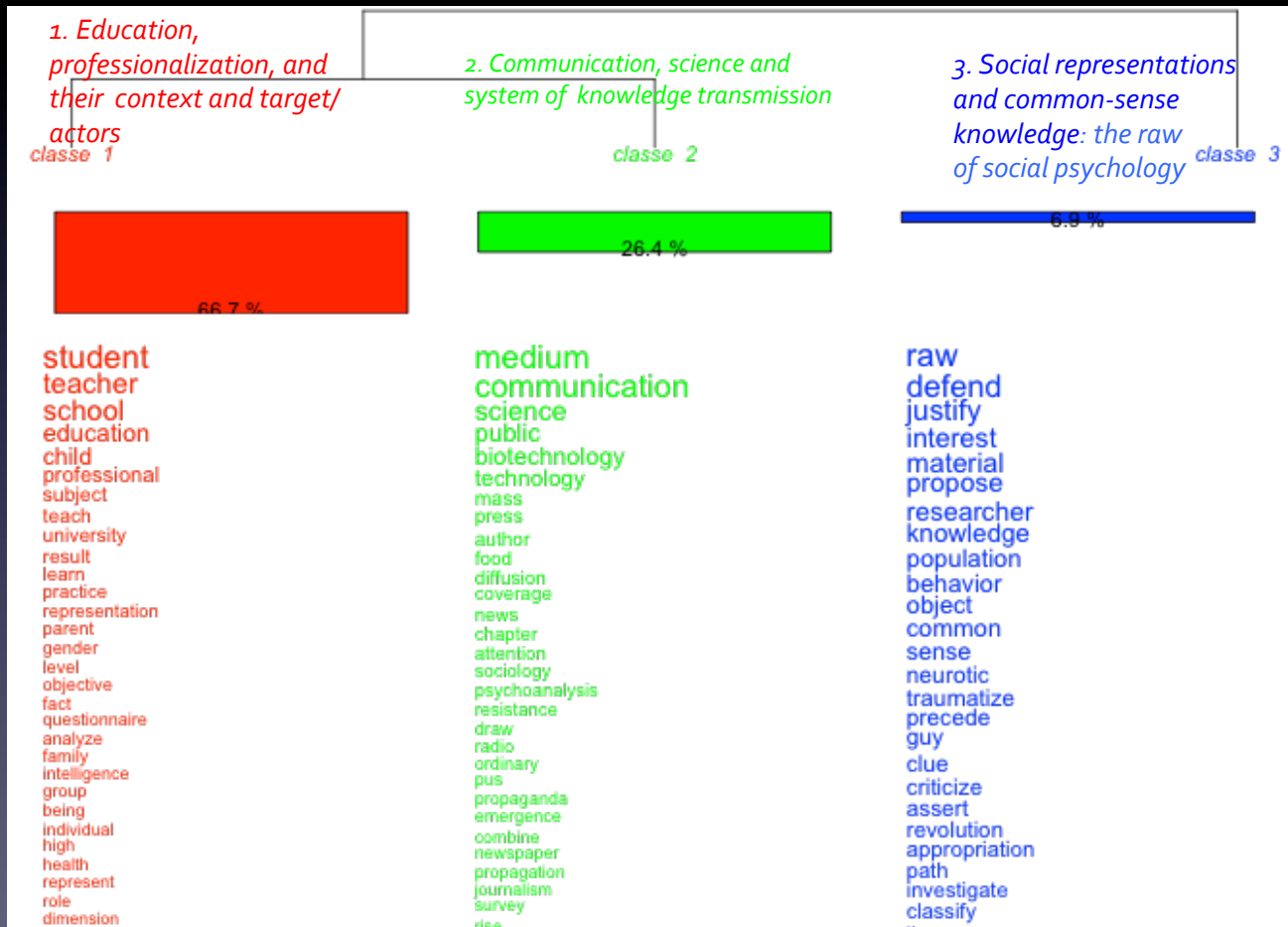
```
Abstract
Number of texts : 655
Number of occurrences : 103310
Number of forms : 5531
Number of hapax : 1882 (1.82%of occurrences - 34.03% of forms)
Mean of occurrences by text : 157.73
```




Funded by the European Union

DHC Dendrogram

“Education, Science and Social Representations”



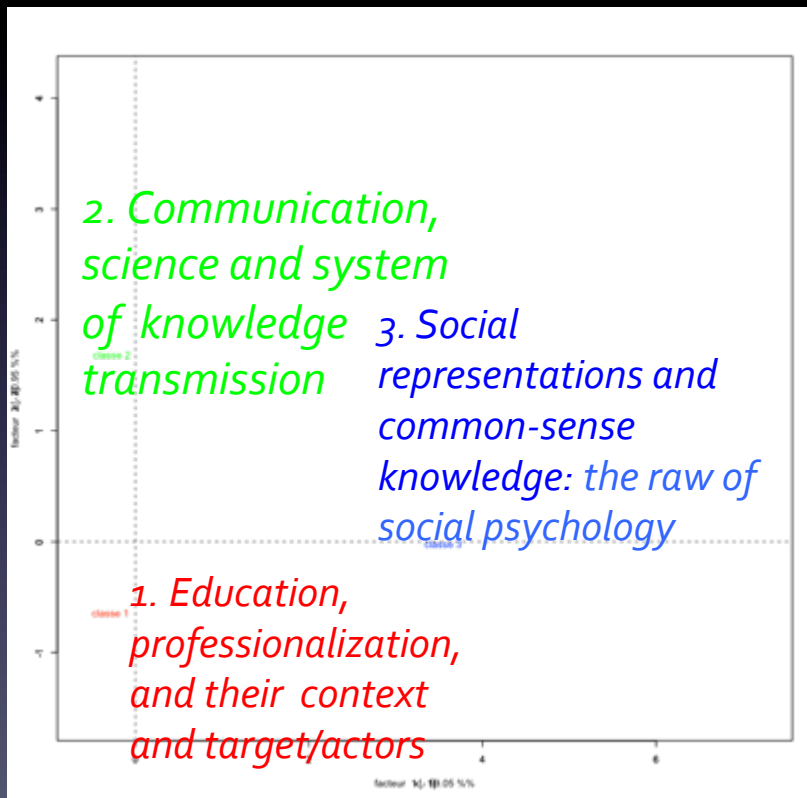


Correspondence factorial analysis

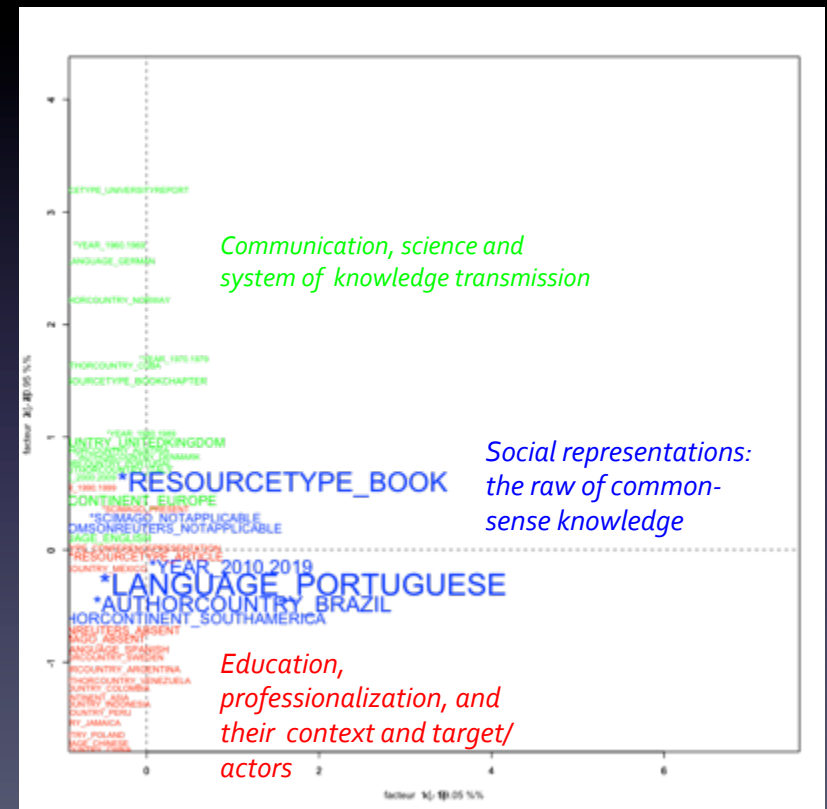


Funded by the European Union

“Education, Science and Social Representations”



Classes' distribution



Illustrative variables



Interpretation of cluster



Funded by the European Union

“Education, Science and Social Representations”

Cluster 1:

The **cluster 1** interpreted as **Education, Professionalization and their contexts and target/actors** refers to:

- the different levels and **institutional contexts for knowledge socialization** (*school, university, family*) and **target/actors** (*child, student, teacher, parent*) of education,
- also as **professionalization** (*professional, practice, learn*) especially in the sector of *health*.



Interpretation of cluster



Funded by the European Union

“Education, Science and Social Representations”

Cluster 1: Education, Professionalization and their contexts and target/actors

The significant positioning on the **cluster 1** of the illustrative variables, shows:

- the dissemination of the Social Representations theory in **Latin America** and the specific interest for the area of Education by authors from **Argentina, Mexico, Venezuela, Colombia**, and in some cases also by **European authors** from **Sweden, Spain** and **France** and from **Asia**.
- The **resource type** is especially based on **articles** (in some cases also present in the **bibliometric data bases Scimago-Scopus and Thompson & Reuters**) and **Conference presentations**
- **in Spanish and French** as **language of publication**
- **over two decades 1990-1999 and 2000-2009**.



Interpretation of cluster



Funded by the European Union

“Education, Science and Social Representations”

Cluster 2: Communication, Science and System of Knowledge Production and Transmission

The **Cluster 2** is focused on **science communication**, starting from the seminal work on *psychoanalysis* to the more recent studies on the public understanding of the science and *technology like in biotechnology, biogenetic modified foods, impact with new technologies*.

Fundamental is for the semantic organisation of the cluster the interest for *the system of knowledge production (survey, chapter, author, sociology) and transmission involving medium (mass media, press, news, radio, newspaper, journalism)* addressed to the **public** and stimulating *several processes (emergence, attention, coverage, resistance) and the three canonical system of communication (diffusion, propagation, propaganda)*.



Interpretation of cluster



Funded by the European Union

“Education, Science and Social Representations”

Cluster 2: Communication, Science and System of Knowledge Production and Transmission

The significant positioning on the cluster 2 of the illustrative variables, shows:

- that communication and the dynamic of expert knowledge and common sense (as core interest of the Social Representations theory) is significantly related to literature produced in Europe in particular by authors from *United Kingdom, Italy, Portugal, Germany, Norway, Austria, Denmark*, but also authors from *Cuba*.
- Resource type refer mainly to *Book chapter, Books*, and
- Publications in some case included in the bibliometric data base *Thompson & Reuter-WoS*, beside *University Report*.
- It is interesting to note that the years of publication for this cluster cover transversally all four decades since the *1960-1969, 1970-1979, 1980-1989 until 2000-2009* with the unique exception of the last one since 2010.



Interpretation of cluster



Funded by the European Union

“Education, Science and Social Representations”

Cluster 3: Social Representations and common sense knowledge: the raw of social psychology

The **cluster 3** refers to

- **social representations and common sense knowledge as the raw of social psychology** (quoting consistently one of the Moscovici's expressions during an interview given to Markova: “the common sense popular knowledge should be the **raw** material of social psychology”)
- the process of the *knowledge appropriation* by the *population* in the interface of knowledge produced by *researchers to investigate, classify, assert, criticise, defend, justify, interest, propose*



Interpretation of cluster



Funded by the European Union

“Education, Science and Social Representations”

Cluster 3: Social Representations and common sense knowledge: the raw of social psychology

The positioning of the significant “*illustrative Variables*” on this **cluster 3** reveals :

- once more the large dissemination of the Social Representation theory in *Latin America*,
- in this case in particular by authors from *Brazil*
- through *books* as resource type
- published especially in the **last decade since 2010**.



Interpretation of Similarity analysis centred on “education”



Funded by the European Union

“Education, Science and Social Representations”

We may observe the strongest links with already mentioned key actors of education, such as “**teacher**”, a “**student**” and a “**child**”, as well as its common context – “**school**”.

Activity related to “**study**” takes a relevant position, probably given the interest of social representations in practices and behaviour

The frequent reference to “**representation**” further illustrates the **relevance of the theory**, which attracts not only **academicians**, but also **professionals**, especially in the **field of education**, on various levels, starting from **elementary school**, through **high school and to university**

The theory has also been successfully employed when it comes to training professionals, such as nurses, as well as lay people, in order to inform and sometimes even transform their practices related to health, hygiene and other **issues**



Funded by the European Union

Interpretation of Similarity analysis centred on “medium”

“Education, Science and Social Representations”

The strongest link concerns **“communication”**, the **core interest of the theory of social representations**.

There is also the significant role of **“mass”** media in the modern world, where besides **face-to-face interpersonal communication**, **innovative vehicles of meaning**, through **the Internet**, such as **social networks, websites, portals, forums** and others, enable **sharing and shaping of representations**.

The interest in **“science”** introduces again the realm of education, often concerning the **“study”** and **“analysis”** of topics related to **“technology”**.

The **process of making unfamiliar familiar** becomes necessary especially when dealing with complex scientific discoveries, which potentially have an impact on daily life of the **“public”** at large, the target of most media.

Conclusions



Funded by the European Union

“Education, Science and Social Representations”

Education appears as a privileged field for the study of transformations of social knowledge, enabling the researchers to explore “**how social representations are constructed and how they develop and are transformed in the heart of social groups, and to illuminate the role of these constructions in the relations of these groups and their representations** (Gilly, 1989, p. 384).

A promising direction for **further studies of the cultural dynamics of Education, Science and Social Representations** in the worldwide research landscape and contemporary media scenario, would surely **benefit from adopting the modelling paradigmatic approach** (de Rosa, 2013, 2014a), which takes into account iconic aspects, while integrating diverse methods, related hypotheses and data analysis strategies.