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

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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”
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

“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

“Education, Science and Social Representations”
Selected RESULTS from “Education, Science and Social Representations”

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**

  
<table>
<thead>
<tr>
<th>Abstract</th>
<th>Number of texts: 655</th>
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<tbody>
<tr>
<td>Number of occurrences: 103310</td>
<td>Number of forms: 5531</td>
</tr>
<tr>
<td>Number of hapax: 1882 (1.82% of occurrences - 34.03% of forms)</td>
<td>Mean of occurrences by text: 157.73</td>
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</tbody>
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Background of analysis
“Education, Science and Social Representations”

ANALYSIS CARRIED OUT BY IRAMUTEQ

DELETING:

• Not Recognised Forms
• Numbers
• Articles

Abstract
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Main Statistics of the DHC (Descending Hierarchical Cluster Analysis)

“Education, Science and Social Representations”
“Education, Science and Social Representations”

1. Education, professionalization, and their context and target/actors
2. Communication, science and system of knowledge transmission
3. Social representations and common-sense knowledge: the raw of social psychology
Word clouds for each class

“Education, Science and Social Representations”

1. Education, professionalization, and their context and target/actors

2. Communication, science and system of knowledge production and transmission

3. Social representations and common-sense knowledge: the raw of social psychology

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Correspondence factorial analysis

“Education, Science and Social Representations”

1. Education, professionalization, and their context and target/actors

2. Communication, science and system of knowledge transmission

3. Social representations and common-sense knowledge: the raw of social psychology

Classes’ distribution

Illustrative variables
Interpretation of cluster
“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
“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.

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).
**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.
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
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.
Similarity analysis centred on “education”

“Education, Science and Social Representations”
Interpretation of Similarity analysis centred on “education”

“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.
Similarity analysis centred on “medium”

“Education, Science and Social Representations”
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

“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.