SOCIAL REPRESENTATION FACED TO SCIENCE AND TECHNOLOGICAL DEVELOPMENT, ITS REGULATORY POLICIES AND IMPACT ON EDUCATION

Ramazanova, A., de Rosa, A.S., Dryjanska, L., Latini, M.
European/International Joint Ph.D. on Social Representations and Communication
Research Centre and Multimedia Lab,
Sapienza University of Rome, ITALY
(http://www.europhd.eu)
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**

  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
Background of analysis
“Education, Science and Social Representations”

ANALYSIS CARRIED OUT BY IRAMUTEOQ

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

“Education, Science and Social Representations”
Zipf Diagram

“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
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

Illustrative variables

Classes’ distribution
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 form 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

Grant Agreement PITN-GA-2013-607279 - So.Re.Com. Joint-IDP
Interpretation of cluster
“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, biogenicetic 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
“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.
Conclusive remarks

“Education, Science and Social Representations”

These preliminary results are interesting in detecting the evident geo-cultural impact that concurs to the convergence of research interest and the agenda of the publications by the academics working in the field of social representations, sensitive to the societal issues, like education and science.