ABSTRACT

MARISA INCREMONA. Communicating Science to Public Educators: The Case of North Carolina Sea Grant’s Coastwatch Magazine. (Under the direction of Professor Stacey Pigg.)

Abstract

The flagship publication of North Carolina Sea Grant (NCSG), Coastwatch, works as an intermediary between their funded research and their audience of N.C. stakeholders and interested citizens. The communications team would like to start targeting educators so that the magazine could be used as an educational tool. Based on Public Understanding of Science (PUS) scholarship and the Common Core science requirements in N.C., I first analyze how the magazine currently works to increase scientific literacy using three categorizations of what some scholars argue are facets of scientific literacy: content, process, and implications. Secondly, I provide suggestions on how the magazine can make adjustments to directly address these categorizations in order to make Coastwatch a more accessible tool for educators.