



Contribution ID: 36

Type: not specified

Public communication of science in the post covid era: online, inclusive and aimed at an increasingly complex audience.

Friday, 4 November 2022 17:00 (20 minutes)

The experience gained during the pandemic has on the one hand strengthened initiatives that were previously only collateral to in-presence communication programs, and on the other hand it has put us in front of the need to involve an increasingly wider and more varied public in a non-random way. The immediate need for online initiatives by schools allowed us to experiment, first, and then consolidate, target-oriented activities that, in addition to the involvement of researchers and the interaction with the public, envisaged narrative formats, properly modulated on the audience. This is how dialogues between researchers, the public and the school were born, aimed at telling about INFN research and physics, and based on scripted narratives: pre-edited stories accompanied by images and cartoons through the chroma-key technique, also reinforced by the use of detectors and demonstration tools, and closed by active Q&A sessions. The response from schools has been well above our expectations, clearly showing the need for quality contents on science, which pervades schools, mainly at the lower levels. The same strategy has been applied to the wider public and to more specialized audiences, thus including communication of a more institutional nature, on the occasion of announcements and media campaigns.

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