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Smaller awards or competitions run by, for example, t

Q. How can the lack of quantity and breadth of science television on terrestrial and other channels be addressed?

Ofcom states that public service broadcasters must support, amongst other genres, programming in science. A closer relationship between the science community (in its widest sense) and Ofcom could help to ensure this is properly upheld.

We have been pleased to see Marcus du Sautoy's new series, "The Story of Maths" broadcast by BBC4 and look forward to seeing it repeated on either BBC1 or BBC2 in the near future.

Q. How can business better engage with society and policy makers about the development and use of science in everyday life?

The more maths grads project, funded by Hefce, has had significant success engaging employers who employ staff with mathematical science backgrounds. They have invited such companies to take part in their activities with schools, and, working together have created careers materials based on interviews with the employers and employees

Building these contacts and involving them in our outreach activities is beneficial not only to those attending the activity, but also inform businesses of the challenge faced by those trying to stress the value of mathematics and science.

A system of government grants or tax reliefs to interest and reward businesses for instigating such activity could help to kickstart this, hopefully embedding it into employers' cultures.

3 of 5: A society that feels confident in the use of science

Q. What more can the science community and the media do to foster a shared understanding of the nature of science?

The LMS and IMA would like to see much clearer explanations of the use of statistics and the mathematics of risk when used to report science.

Q. How can we develop the scientific literacy of the science, policy and public communities?

The quality of mathematics and science teaching at school can make a huge difference to those children's attitudes to the subjects when they are adults. A recent Ofsted report, Mathematics - understanding the score wrote that one of the key findings of the report was that the quality of teaching in primary schools was generally good. The report also noted that the quality of teaching in secondary schools was generally good. The report also noted that the quality of teaching in tertiary education was generally good.

If teachers are not given sufficient freedom in their classroom teaching, their lessons will not help develop mathematical literacy, nor generate the enthusiasm and curiosity which enables them to grow into mathematically confident and engaged adults. A poor grasp of mathematics is a major cause of underachievement and disengagement with the other sciences.

It is also important that the measure of successful teaching goes beyond achieving high scores in narrowly focussed tests.

Q. What more can the business community do to foster public confidence in science in industry?

Transparency of how mathematics and science are used in industry are key. We have heard mathematicians blamed for the recent problems in Wall Street and the City, suggesting that their mathematically complicated trading instruments were ultimately to blame. It is vital that the public understand, or can access information about, how mathematics is used by financial institutions.

Q. What additional mechanisms should be put in place to enable policy makers to better interact with scientists?

Where research is harnessed to provide policy advice and development this should be recognised in the assessment of research environment under the REF as it is under the RAE.

Schemes equivalent to the EPSRC media fellowships in policy advis

