



Benefits to pupils

Awareness of the global nature of science and understanding of the global dimension makes it easier for pupils to:

- appreciate the relevance of the science curriculum to their own lives
- find science subjects more interesting, thus improving motivation and achievements
- develop informed opinions and take appropriate action about scientific matters
- see the opportunities for employment that studying science offers
- choose a career in science that is socially positive
- understand science in the media
- understand their own role in a global society
- participate more effectively in that society
- understand our common humanity and shared needs
- value and gain from the experiences of others.

Benefits to teachers

Through teaching about the global dimension to science, teachers can:

- create science lessons which are more relevant and interesting to teach
- expand their own understanding of the nature of science and about new developments in the field
- explore attitudes to science that are critical, positive and based on evidence
- address a range of key skills and thinking skills in innovative ways.

Contributions to the common good

The teaching of the global dimension to science should, if successful, result in a public that is:

- better informed with a more critical understanding of the need to support appropriate scientific research and technological innovation
- able to see when science is misused by those who rely on ignorance to promote their own biases
- able to promote and support scientific research and its uses that will benefit future generations
- confident in demanding that scientific research is carried out rigorously, ethically and inclusively
- willing to see careers in science as creative, challenging and, ultimately, rewarding
- able to live in a world where suffering, disease and poverty are reduced through the knowledge and applications that scientific research can provide.

Challenges

Realising these benefits can be challenging and, in some cases, difficult to achieve as a number of barriers may exist:

- reluctance to promote scientific knowledge when it conflicts with opinion, faith or bias
- biases against science and scientists
- the actions and words of those who promote a vision of science that is narrow, artificial and dismissive of other ways of building knowledge.