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1. When have you had an experience of the sort that Hayes & Bajzek indicate in their article; i.e., you have tried to explain about your scientific work in language that your listeners couldn’t understand? What feedback did your listeners give you? How did you modify your explanation?

I don’t know if I can point to any specific example, but many times I have explained things I’ve been learning in school to my mom. She is smart, but she specialized in microbiology, where I’m more knowledgeable about harder sciences, such as math and physics. I found that trying to explain concepts that I thought I knew well to someone who was unfamiliar with them, I learned more about what I was trying to explain.

1. What can you anticipate about the knowledge effect with your target audience for the site partner?

I’m sure there will be a gap between where I expect my readers to be and where they actually are. Probably the only way to really alleviate this is by presenting drafts of my article to my target audience and making changes based on their feedback.

1. Hayes & Bajzek ask at the end of their article: “can methods be developed to reduce the knowledge effect in areas other than vocabulary such as factual or procedural knowledge?” Which of these or other elements will you need to be most attentive to in your special issue group context?

I think since vocabulary and procedural knowledge assumptions are pretty easy to fix once they have been brought to the attention of the authors, they are the least important to worry about (not that they're not important, just easy to catch and fix). The more important part is trying to match up ways of thinking about the world in my specialization with the ways that the average person thinks. In order to make sure there isn’t a discrepancy, an author has to be conscious of this disconnect the entire time they are writing, because basic worldviews can lead to structural styles and emphasis on things others might not find important, and such major structural themes are difficult to edit out.