A Letter to the NABT Community:
NABT Statement on Teaching About Scientific Misinformation

Biological science can inform public policy and personal decision-making about important topics, from health to a sustainable environment. However, misinformation about science can lead to harmful consequences. With the growth of the internet, including social media, AI, and other media technologies, the adverse influence of misinformation about science has grown substantially. It has also generated widespread public concern.

The National Association of Biology Teachers (NABT) views science media literacy as an integral part of a responsible and complete biology curriculum. Such education aims to develop recognition of, and respect for, scientific experts, whose specialized knowledge uniquely qualifies them to identify and resolve scientific errors and communicate scientific uncertainties. Students should also understand the social practices of science such as peer review and reciprocal critique, and the importance of forming a critical consensus.

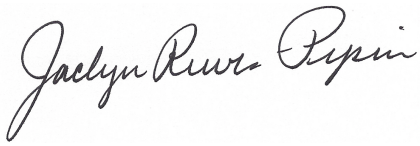
For individuals to reason effectively from evidence, the evidence needs to be fully and faithfully reported and the arguments framed with as little bias as possible. Given this, students should also learn about conflicts of interest, deceptive persuasive tactics, the structure of trust in experts, and the credibility of scientific institutions.

In the coming months, NABT will be working with a diverse community of professionals to identify resources, competencies, and best practices that support the teaching and learning of science media literacy in biology and life science classrooms.

Sincerely,



Tara Jo Holmberg, PhD
NABT President, 2023



Jaclyn Reeves-Pepin
NABT Executive Director

Approved by the NABT Board of Directors, April 20, 2023
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