

*The Use of Short Stories in Research-Informed
Design, Implementation and Evaluation
of Science Narratives*

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ABSTRACT. In this presentation, I will discuss a research and innovation project (around what is called *cognitive-linguistic abilities*) in which I have been involved for the last three years with my group GEHyD (formed by teachers and researchers). As a result of a commission of the Ministry of Education of Argentina, I was the author of two little books (of 8 pages each) containing 'science stories' (*Valachian vampires* and *The ghastly stew*) that were aimed at an audience of students aged 12 to 14. Both the content and format of those stories were based on previous research along the line known as *nature of science* (NOS); the stories aimed at constructing a more robust image of science presenting it as a *profoundly human activity*. These books constituted the written material for the project, in which I wanted to investigate how *science narratives* are used (read, told, re-written...) by different target audiences (students, teachers, general public). The key aspects of the project were: using narratives in collaborative work; identifying and using different higher-order scientific procedures (hypothesis, argumentation, explanation, modelling...); re-textualising (i.e., transforming text typologies) science stories; testing semiotic resources and linguistic tools when 'talking science'; and identifying core NOS ideas. I will discuss both the theory and methodology behind our interventions and some results and conclusions obtained.