**Becoming science literate: Thinking with Deleuze and Guattari**

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**To begin:** only a very small percentage of the population will ever become scientists. Many will indeed require some ‘workplace science’ within chosen occupations – but this will be achieved principally through specific courses and training. The larger goal is science literacy, a ‘mix of facts, vocabulary, history, philosophy – the knowledge you need to understand (and act upon) public issues’ (Hazen & Trefil, 2009). For this purpose, school science tends to be entirely irrelevant - the vast majority of people will ‘grow’ their knowledge of science as and when they need it through what might be called ‘pop-up science situations’: a family illness, ecological interest, a hobby, a particular diet, a fitness regime and so on. At one level this kind of literacy might be seen as muddled, patchy, fragmented, scattered, and it is common to note disconnect or dissonance in the understandings the public has of science. Using Giles Deleuze and Felix Guattari, science literacy-in-action can be understood better in terms of underground and over-ground ‘rhizomatic’ maps created through personal journeys rather than concepts developed through the set of hierarchical stages frequently seen in classroom education. D+G provide a more useful sense of how science knowledge is situated in the ‘present-moment of place experiences’. In this seminar, then, I draw on the work of Deleuze and Guattari to consider some of the complexities surrounding this learning of science by non-scientists – by both young people and adults. I use a range of studies to explore a multi-literacies approach to science learning, in relation to issues of health, plant biology, forms of oil extraction, and environmental plastics. I use a rhizomatic framework to shape the movement of these participants towards a greater sense of scientific literacy. Such a rhizoanalysis enables a bridge between how science educators might theorise and how they might act.

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