# Article information:

The polarizing impact of science literacy and numeracy on perceived climate change risks | Nature Climate Change
<https://www.nature.com/articles/nclimate1547>

# Article summary:

1. 公众对气候变化的态度不是由于科学素养不足，而是由于文化分歧和利益冲突导致的。

2. 拥有高科学素养和技术推理能力的人群并不是最关注气候变化的人群，反而是文化分歧最大的人群。

3. 个体与集体之间存在着利益冲突，个体更愿意相信与自己观点相同的人，而集体需要依据最佳科学知识来促进共同福祉。

# Article rating:

Appears moderately imbalanced: The article provides some useful information, but is missing several important points or pieces of evidence that would be required to present the discussed topics in a balanced and reliable way. You are encouraged to seek a more balanced perspective on the presented issues by exploring the provided research topics and looking at different information sources.

# Article analysis:

The article "The polarizing impact of science literacy and numeracy on perceived climate change risks" published in Nature Climate Change in 2012 presents a study that challenges the common assumption that public apathy towards climate change is due to a lack of scientific knowledge. The authors argue that individuals with high levels of science literacy and technical reasoning capacity are not necessarily more concerned about climate change, but rather more polarized in their beliefs.

While the study's findings are interesting, the article may suffer from potential biases and limitations. For instance, the authors do not provide a clear definition of what they mean by "science literacy" or "technical reasoning capacity," which could lead to subjective interpretations. Additionally, the sample size and demographics of the participants are not specified, making it difficult to generalize the results to larger populations.

Furthermore, the article does not explore other factors that could influence individuals' beliefs about climate change, such as political ideology or economic interests. The authors also do not consider how social norms and cultural values may shape people's perceptions of climate change risks.

Moreover, the article seems to suggest that individuals' personal interests in conforming to their social groups' beliefs conflict with their collective interest in promoting common welfare through science-based policies. However, this dichotomy oversimplifies complex social dynamics and ignores how collective action can emerge from shared values and goals.

Overall, while the study presented in this article provides valuable insights into how science literacy and polarization affect perceptions of climate change risks, it is important to acknowledge its limitations and potential biases. Future research should consider a broader range of factors that shape public attitudes towards climate change and explore ways to bridge ideological divides for effective policy-making.

# Topics for further research:

* Definition of science literacy and technical reasoning capacity
* Sample size and demographics of participants
* Other factors influencing beliefs about climate change (political ideology
* economic interests
* social norms
* cultural values)
* Oversimplification of social dynamics and collective action
* Limitations and potential biases of the study
* Future research directions for effective policy-making.

# Report location:

<https://www.fullpicture.app/item/d5fb21b9152f64474b17f56e1a837c20>