

Aspect	Types	Implications
Need for transformation of knowledge	o Popularisation model	⇒ Strict division between academic and non-academic; fundamental transformation necessary
	o Gradient model	⇒ No major division, only adaptation is necessary
Communication objectives	o Education	⇒ Intrinsic orientation towards the general public
	o Consultation	⇒ Academia as a source of expertise and problem-solving
	o Legitimation	⇒ Social anchoring
	o Marketing	⇒ Market success in competitive situations
Expectations from the public	o A share in the results of academic research	⇒ Easily combined with academic targets, active communication
	o Explanations relating to natural and human environments	⇒ Easily combined with academic targets, active communication
	o Scientific consultation	⇒ Easily combined with academic targets, active communication
	o Participation in regulating academic research	⇒ In conflict with HEI autonomy; less communication
	o Improving physical and psychological security	⇒ Ambivalent: can be combined with academic targets, though there is a high risk of disillusionment
Modes of communication	o Journalism	⇒ Journalist as the 'gatekeeper', linking of scientific and public relevance, limited control
	o Direct self-representation	⇒ Static, high degree of control, low dissemination potential
	o Participation in social media	⇒ Dynamic, limited control, high dissemination potential
	o Mediation institutions (e.g. museums)	⇒ Static 'lighthouse' with regional visibility, major investment
	o Events	⇒ Moderately dynamic, moderate control, very limited geographical and temporal scope
	o Organised discourses (e.g. civil dialogue)	⇒ Moderately dynamic, moderate control, more extensive geographical scope, moderate temporal scope
Types of media	o Full-service media programme	⇒ Undirected information requirements of wider society
	o Specialist programmes	⇒ Sections of society interested in science
	o Social networks	⇒ User communities, Web 2.0, high dissemination potential
	o Personalised services	⇒ Feed reader (mostly professional, high degree of control), user-generated content (mostly non-professional, no control)
Communicators	o Academics	⇒ Individual as bearer of knowledge
	o University sub-organisations	⇒ Collective actors with different levels of homogeneity and formalised structures
	o University	⇒ Professionalisation, organisation interests
	o Cross-university associations	⇒ Great need for coordination and consensus in heterogeneous structures