



Rafał **Augustyn**, augustyn.rafal[at]gmail.com
Maria Curie-Skłodowska University in Lublin, Poland

Multimodality in Science Communication: How to Create a Successful Blend?

In recent years we have been witnessing unprecedented rise of different and creative forms of presentation aimed at popularising knowledge pertaining to virtually every science field and discipline. Owing to modern social media (YouTube, Vlogs, dedicated websites) both researchers and lay science popularisers use different channels available and create multimodal presentations (using mainly visual and aural stimuli, but sometimes stimulating also other senses) on strictly scientific or science-related topics to attract attention of different target groups of receivers. Since this science communication movement, sometimes even falling under the category of edutainment, enjoys considerable popularity there are even special events organised for this purpose (e.g. TED conferences, FameLab competition, etc.). As the aim of such presentations is to attract the attention of the audience, and the presenters usually have a very limited time to tackle frequently a complex scientific issue, it requires great planning skills as to both the content and the form of the presentation.

With this in mind, the aim of this paper is, based on a selected examples of FameLab competition entries, to account for the interplay of different inputs in the process of meaning construal as intended by the presenters. In particular, we will focus on the conceptual stage of meaning construal, prior to the verbal realisation of the message. To this end we will use Fauconnier and Turner's (2002) standard model of Conceptual Blending, as well as its later modifications (cf. Oakley & Coulson 2008 and Brandt 2013) which, in our view, can give further insight into how inputs from various modalities are fused together to produce a semantically rich but simultaneously succinct blend that can be subsequently successfully unpacked by the audience.