

## From the Editors

In this, the second edition of *Synthesis*, we find confidence in our belief that a publication of multimodal student science communication is of vital importance to fostering the ever-growing emphasis on communication in graduate and undergraduate sciences programs. With two editions edited by professionals coming from two initiatives, we feel we now have both feet planted squarely and looking ahead to the future. The collaboration between the Latham Science Engagement Initiative (LSEI) and Iowa Digital Engagement and Learning (IDEAL) has enriched our understanding of science communication and enhanced our ability to support undergraduate and graduate science communicators on the University of Iowa campus. Both editions of this fledgling publication showcase an array of communication modes and topic focuses, acknowledging that developing rhetorical acumen involves flexibility in tailoring the message to the audience and the time through the available means.

The variety of rhetorical forms and approaches to science communication in this edition include traditional popular science distillations of scientific understanding, a virtual reality video tour of a lab, a personal reflection on the connection between the health sciences and our most vulnerable human moments, and a comic book guide for young people learning to manage diabetes. Each of the pieces published in our second edition invites the public into conversation with science, whether it is bench science, science in mass media, or the connection between science and our lives. We hope the pieces serve as models for those who are beginning to think about their own significant responsibility to communicate science clearly and responsibly.

We wish to thank the University of Iowa Libraries' Digital Scholarship and Publishing Studio, in particular Mark Anderson whose continued support allowed us to semi-independently muddle our way through the technical side of the publishing platform. We are learning as we go, and Mark is both patient and quick to respond when our ignorance manifests.

We are grateful to our readers, Bonnie Sunstein (English and Teaching & Learning, The University of Iowa) and Rachel Young (Journalism & Mass Communication, The University of Iowa), who provided the initial review of manuscripts. The cover art for this issue is a photograph by contributor Steven Huang.

In the year ahead, we plan to spread the call for submissions more widely, soliciting submissions from as wide a swath of student science communicators as we can identify. Do you have a science communication initiative or know of a program we should know about? Please get in touch!

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