

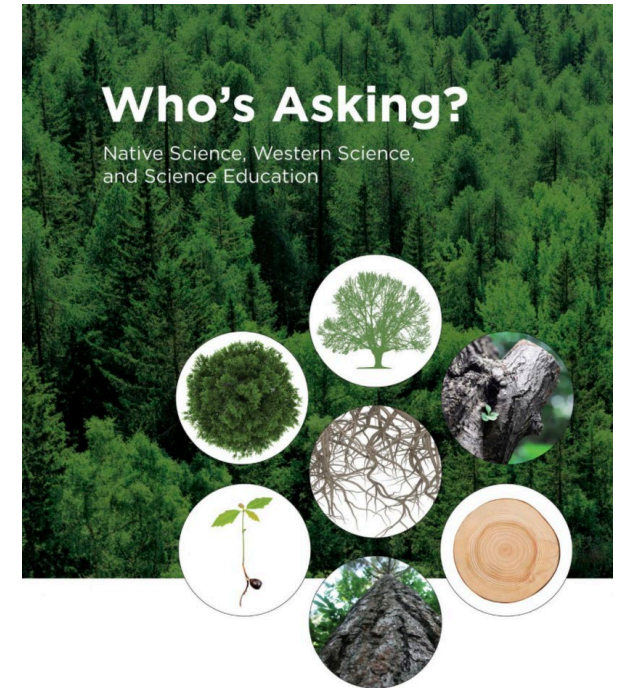
# DEI Moment: Considering Culture in Science Communication and Education

Highlighting Dr. Megan Bang (Professor of Learning Sciences and Psychology – NU):

*How can we better structure academic environments so that they are less assimilative and more heterogeneous?*

“There is substantial evidence... supporting the idea that [students] come to school with knowledge, orientations, values and practices that are relevant to science learning and that reflect their own culture. When these orientations are supported, students are more engaged, identify with, and are more successful with science than when these orientations are ignored or discouraged (Bell et al. 2009; Bransford and Brown 2000).”

- If science communication reveals and reinforces particular cultural orientations, we need to understand which perspectives are being prioritized
- Pursuit of heterogeneity of learning systems or “multiple ways of knowing” is critical in improving diversity
- Bang and Medin’s research aims are focused on developing and implementing culturally and community-based science education in field work, but also highlights significant points relevant to communicating science more generally
- A central challenge is identifying effective ways of communicating information to culturally diverse groups in a way that avoids cultural polarization



Douglas L. Medin and Megan Bang



Medin, D. L. & Bang, M. The cultural side of science communication. *Proc. Natl. Acad. Sci.* **111**, 13621–13626 (2014).  
Medin, D. L. & Bang, M. *Who's Asking? Native Science, Western Science, and Science Education*. (MIT Press, 2014).  
2021 Bevan Seminar at UW: <https://youtu.be/kwA2YIU-SQ>  
NCME Keynote on Classroom Assessment: <https://youtu.be/NFKRrGcHzk>