



Diversity & Inclusion Moment

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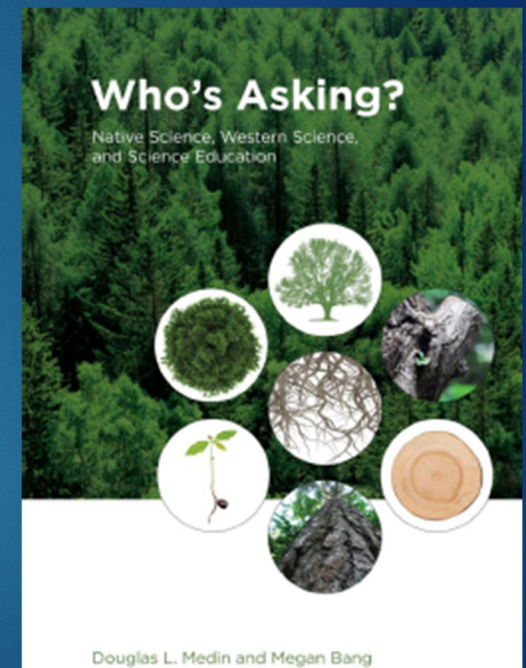
UNIVERSITY OF
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Culture in Science Communication & Education

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



- Megan Bang is a Professor of the Learning Sciences & Psychology and the Director of the Center for Native American and Indigenous Research at Northwestern University.
- If science communication reveals and reinforces particular cultural orientations, we need to understand which perspectives are being prioritized.
- The pursuit of heterogeneity of learning systems or “multiple ways of knowing” is critical in improving diversity.
- Band and Medin's research aims are focused on developing and implementing cultural and community-based science education in field work, but also highlights significant points relevant to communicating science more generally.
- A central challenge in identifying effective ways of communicating information to culturally diverse groups in a way that avoids cultural polarization.
- *“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).”*



Sources: 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/kwA2YIU5-SQ>
NCME Keynote on Classroom Assessment: <https://youtu.be/NFKRrGcHzk>