

EINLADUNG ZUM VORTRAG

Community-Based Research and Issues of Minoritization in STEM Education

Assoc. Prof. Dr. Lydia E. Carol-Ann Burke

Ontario Institute for Studies in Education, University of Toronto

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Abstract: For the last two decades, industry and academia across the world have emphasized the need for all learners to receive high quality STEM education. Canada has been slow to develop and articulate STEM education strategies that address the equity concerns that result in minoritization of women and people of certain racial and ethnic groups. Educators have been left struggling to apply the findings of research conducted in locations within the United States, whose distinct social, cultural, and political climates result in very different demographic characteristics of minoritized STEM learners than are seen in Canada. In my work, I try to understand how to work within communities to derive educational strategies that are suited to local contexts. This presentation will explore the value of community-based research approaches when addressing issues of minoritization in STEM education, drawing on examples from my own research.

Dr. Carol-Ann Burke is an Associate Professor in the Department of Curriculum, Teaching and Learning at the Ontario Institute for Studies in Education, University of Toronto, Canada. Prof. Burke teaches courses in science education, including curriculum and equity issues in science education. Her research interests include science education and science teacher education; postcolonial theory in science education; cultural context of science education; underrepresented youth in science; and informal science education. Her research also considers understanding other culturally valued ways of coming to know, drawing attention to the ethical dimension of prioritizations in science education. She is also interested in investigating the nature of interdisciplinary academic collaboration. Her work has been supported by the Social Sciences and Humanities Research Council of Canada.