land Acknowledgrennet

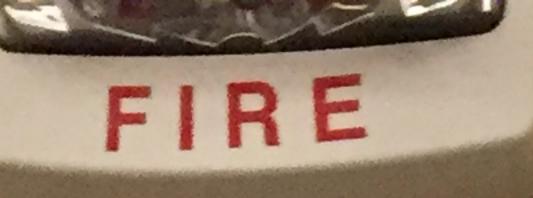
* Take Juplied + Alless Test Enganger et Per Cultural nasse

Q. How to address an age bias? Where Stereotype moved from positive bias to a negative observation. ask Jessica Kessication if clarification

Have stadents thenk whomb who's voices are promet in realing } asseignments + rosearch schoi'cos

-Blind Marking VV during aradona online autorisede, rubrics, one question all rubrics, one question all I don't know what biases I way have need to identify

Science Identity and Scientist Spotlights What resonates with you? - use their phones in class to 5 book up current geoscience Johs/Salaries What have youtned? - highlight Role models "discipling What questions do you have? Makes time to research/develop scientist spotlights, but worth it! Students express interest in scientists as people! -tack about SAGE page for this? Eparticipants - Local Scienters involved for careers, they can relate to - talk about own experience (s) -> students may relate (help - Help students reagnise the strælle is where learning happden 9 is a position - Topies relevant-their live? be coneful of assumption. - Being a scientist cimes in many different forms - Most people not "burn" Sheated & !xared skill - Porfers Still learing & Jouring - See SCI. Spotlight slides@SAGEZY(website Frigage in Sci. process: interpret data - SKYPE A SCIPNTIST LIHANDS-ON EXPERIENCES Here there databases for screntists that are weilable for skype, latures? - hive examples of everyday severil that students do. ex: "what as converge my che'll's allergic reaction?" - Have student help formily/from research gurlogie esser (EQ, Volcanci suptime) that mipact them



What resonates with you? What have you tried? What questions do you have?

- Mengagement by lowering Stakes q lay focusing ar process rather than "right" assure

Encontacted/help facilitate Study group

instrudorflexibility w/ student challenges (cx. child come)

- Student group (driven) traching.
 grove them ownership
 - how to do in asynchronous ordere classroom.
- How do we make our courses societally relevant?
 - Howdo we make it relatable for all our topics?
 - Schools are cutting learning support now hat?

I like the idea of makings a unit to discuss local acology as related to the course What resonates with you! What have you tried? context.
What questions do you have? Contact a local environmental firm (or similar) for guest speaker - use of provocatine multimedia resources to actively argage students in their sence of place. - Project based learning + local or ear - a time horizon & location of event earthquake hurricane landslide groundwater issues - fair t equal access to resources t environmental

justice case studies - relating issues to your location Virgin - Relating geoscience to specific Career. - goes night along w/angagament. - ask students why their is relevant. - Ancorpor tron of service learning en to
Carricalum to etxelf. - Par Nake it personally relevant.