

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

- Making implicit rules visible
Spell out clearly what expectations are
- Highlight that there are different kinds of
"Science people" → very interdisciplinary
- Not "can't get it". Rather, you just don't get it **YET!**
→ Everyone capable of learning anything
- Small group discussion instead
of asking whole group
- Flipped classroom
- Requiring office visit during wks 1-2
so students know purpose & location of office
- Pick unique topic to study

- 4- Connections
- 1) Meet w/ Students 1-on-1
 - 2) Check in Regularly
 - 3) Learn from High Schoolers
 - 4) High School High Schoolers

- TILT → Transparency in LEARNING + TEACHING
@ UNLV provides a template for making assignments more transparent

- Land Acknowledgment

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Recognize Implicit Bias

* Take Implicit + Assoc. Test

Encourage to
Students to
reflect on
their own
identity -
Personal
Cultural
awareness

Q. How to address an age bias?
Where stereotype moved from
positive bias to a
negative observation.
ask Jessica
Kegel
if clarification
is needed

Have students
think about
who's voices
are present
in reading
assignments
+ research choices

- Blind Marking ✓
during grading
online auto-grade,
rubrics, one question all
students
I don't know what
biases I may have -
need to identify

Science Identity and Scientist Spotlights

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- use their phones in class to look up current geoscience jobs/salaries
- highlight Role Models in discipline

Takes time to research/develop scientist spotlights, but worth it! Students express interest in scientists as people!
→ Add a SAGE page for this? ✓

- talk about GSA Meetings & participants

- Local Scientists involved for careers, they can relate to.
- talk about own experience(s) → students may relate (help w/ intimidation)

- Help students recognise the struggle is where learning happens & is a positive thing.
- Topics relevant to their lives → be careful of assumptions.

- Being a scientist comes in many different forms
- Most people not "born" Scientists → learned skill
- Professors still learning & growing

- See sci. spotlight slides@SAGE2YC website

- Engage in sci. process: ^{Student} interpret data

- Skype A Scientist ✓
↓ HANDS-ON EXPERIENCES
collect measurement (does not have to be for 1^o research purposes)

Are there databases for Scientists that are available for Skype lectures?

- Give examples of everyday science that students do. ex: "what is causing my child's allergic reaction?"

- Have students help family/friend research geologic science (EQ, volcanic eruptions) that impact them

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- ↑ engagement by lowering stakes & by focusing on process rather than "right" answer

Encouraged/help facilitate study group

Focus on learning
 instructor flexibility w/ student challenges (ex. child care)

- Student group (driven) teaching.
 give them ownership

- how to do in asynchronous online classroom.

- How do we make our courses societally relevant?

- How do we make it relatable for all our topics?

- Schools are cutting learning support - now what?

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I like the idea of making a unit to discuss local geology as related to the course content.

Contact a local environmental firm (or similar) for guest speaker

- use of provocative multimedia resources to actively engage students in their sense of place.

- Project based learning + local area ✓

- a 'time horizon' + 'location of event'

. earthquake . hurricane . landslide . groundwater issues

- fair + equal access to resources + environmental justice case studies

- relating issues to your location ✓ trying this

- Relating geoscience to specific careers.

- goes right along w/ engagement

- Ask students why "this" is relevant.
topic

- Incorporation of service learning into curriculum by itself.

- ~~the~~ Make it personally relevant.