

Abstract Submitted
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Culturally Relevant Teaching in a Physics Classroom – A glimpse at positive change¹ TONI SAUNCY, JENNIFER MATA, KEVIN TATE, Texas Lutheran University — Much work has been done in the realm of culturally relevant pedagogy in a range of academic disciplines and levels. Likewise, physics researchers have worked to revise and reshape physics education practices as more is discovered about learning physics. As part of a recent NSF IUSE:HSI award, a multidisciplinary team has worked to engage STEM faculty at Texas Lutheran University in a conversation about the role of culturally relevant teaching to better engage students in the classroom and make positive impact on resilience and persistence to degree completion. There are many reasons not to add more to the curriculum, but just as many reasons to revise the ways we as educators respond to the undeniable presence of cultural intersections in our learning spaces. We will discuss the principles developed as part of a workshop series for STEM faculty, with a focus on challenges and strategies for physics educators.

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