

Abstract Submitted
for the APR18 Meeting of
The American Physical Society

Inclusive K-12 Outreach With Evidence-Based Interventions¹

MICHA KILBURN, University of Notre Dame — The lack of diversity in physics is a known problem, and yet efforts to change our demographics have only had minor effects during the last decade. A predominant recruitment practice is to provide outreach to specific underrepresented groups. However, oftentimes the well-meaning modification involves the identity of participants, but not the content, pace, or environment of the outreach program itself. A plethora of research, from psychology and K-12 STEM education, provides evidenced-based interventions that can increase interest and a sense of belonging for students. I will explain how the Joint Institute for Nuclear Astrophysics Center for the Evolution of Elements (JINA-CEE) uses such research in developing the curriculum and informing other aspects of its outreach programs. I will also describe the JINA-CEE pipeline that engages high school students in the scientific community for increased retention through undergraduate and graduate research.

¹This work was supported in part by the National Science Foundation under Grant No. PHY-1430152 (JINA Center for the Evolution of the Elements).

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Date submitted: 12 Jan 2018

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