

Globalizing the Liberal Arts
Soka University
June 3 – 5, 2018

Toward inclusive learning cultures in STEM:
Integrating embodied understanding of diversity and
identity through self-authored narratives and theatre

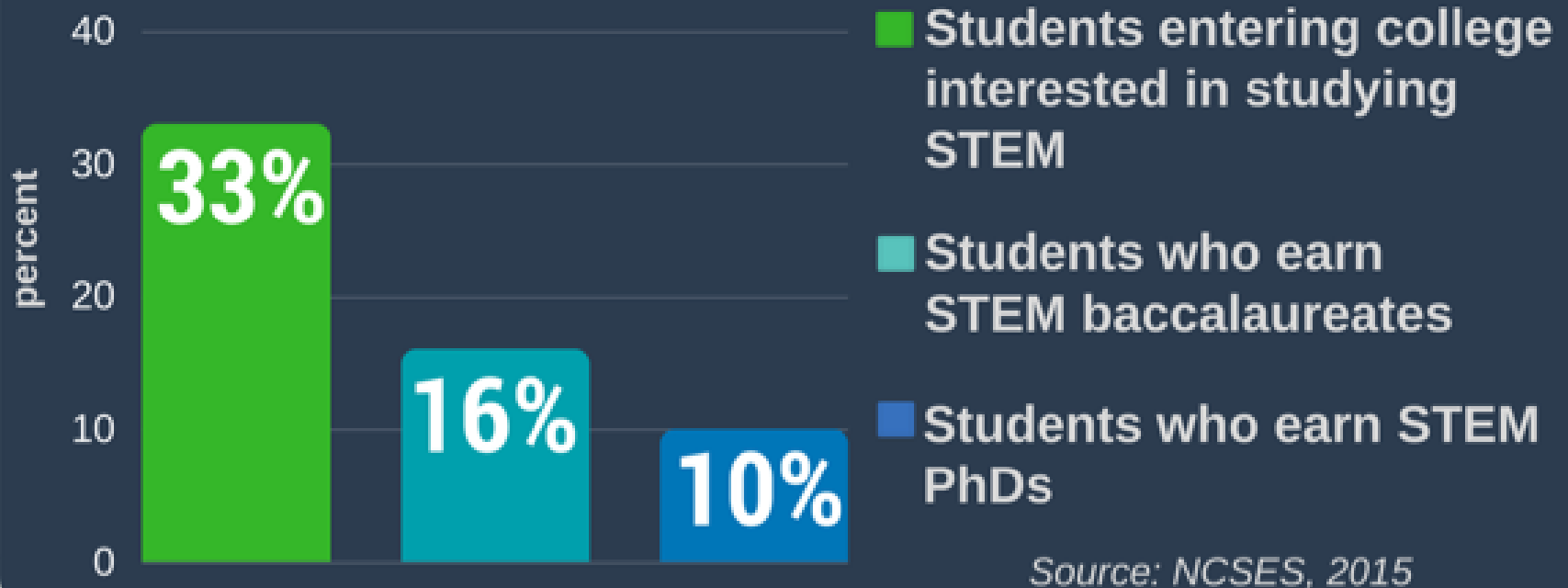
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Globalization in STEM learning:

- inclusivity
- excellence through diversity
- intersectionality and identity

US data: Persistence of undergrad STEM aspirants

Underrepresented minorities in STEM



A. Finley & T. McNair (2013) *Assessing underserved students' engagement in high-impact practices*. Washington, DC: American Association of Colleges and Universities

How do students articulate the effects and meaning of their learning?

The learning experiences that most stood out to students:

- Connections between how their learning environment facilitated a sense of self-worth and empowerment.
- Importance of individual identity as central to their meaning-making
- Students' personal development
- Intentionally making the diversity of students' experiences part of the discourse and applicable to course material.

Patti McGill Peterson's keynote:

- Knowledge
- Skills
- Attitudes [Dispositions]

Other themes from yesterday:

- enduring questions of humanity; social context (Penprase)
- integration of ethical understandings into engineering education (Helfand)
- rooted globalism (Pickus) – being knowledgeable about each other’s histories...
- defamiliarization (Dwyer) – seeing your own world through the vision of someone else
- scaffolded connections between “self” and humanity as a whole – the concentric circles of experience (Gonzalez)

being present
generosity
risk-taking
celebrating failure



Faculty

Who are you? What inspires you?

What assumptions might others have about you?

What have your own experiences been during your educational/scientific training?

Inclusivity; Microaggressions

Students

Who are the students in your classroom? What assumptions do you/have you had about them? Or, what assumptions do they/might they have about you?

What does it mean to “belong” (and not belong) in STEM?

Stereotype threat

Theatre + STEM inclusive pedagogy: an integrated framework

How do we create a welcoming space:

- physical presence, gestures, generosity,
reciprocity – “Yes, and...”

Be present, intentional in the language that
we use.

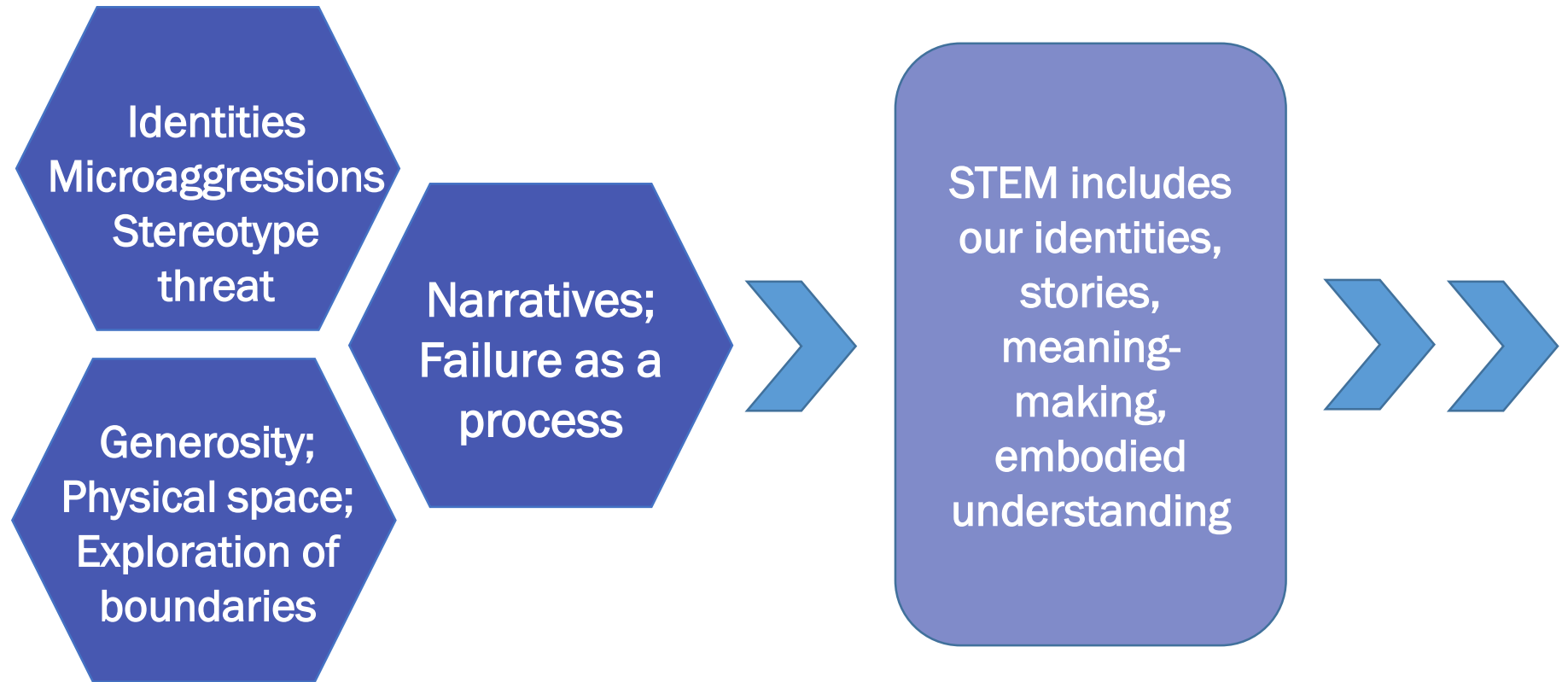
Theatre + STEM inclusive pedagogy: an integrated framework

Celebrating failure – creating a space for the narrative of failure.

Narratives and pathways: telling our stories of STEM – the importance of failure in this narrative.

Ever tried. Ever failed. No matter.
Try again. Fail again. Fail better.

- *Samuel Beckett, Worstward Ho*



Inclusive STEM pedagogy for global mindset



STEM as a space for students to contribute their identities; to belong; to connect across the disciplines and beyond the curriculum; to author their narratives as global citizens

Contact

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