Division of Biological Sciences Seminar Program presents:

The Science of Teaching: Evidence-Based approaches in Biology Education

Toward more inclusive active learning classrooms: How groups of students are differentially impacted by active learning

Dr. Katelyn Cooper
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Friday, February 14, Tata Hall Kavli Auditorium
11:00 AM – 12:00 PM
Light refreshments will be served

After the talk, please join us for lunch and a discussion (12 PM Tata Hall Room 3103)

Abstract: To what extent do students experience college science classrooms differently because of their social identities? How has transitioning traditional lecture courses to active learning spaces impacted students? What can instructors do to create more inclusive college science classrooms? While there are well-established inequities in the representation of certain social identities in college biology courses, relatively little attention has been paid to possible inequities in the experiences of students in college biology courses. This talk will highlight a collection of studies that document novel, hidden inequities in college biology classrooms. It will focus on how the increased number of social interactions between students and instructors and among students in active learning classrooms can have both positive and negative impacts on students. Additionally, it will address possible underlying mechanisms for these inequities and highlight how mitigating these inequities can lead to a more diverse and inclusive scientific community

Hosted by: Corinne Moeller (cmoeller@ucsd.edu)