Scientist Spotlights

Goal: Provide all students with opportunities to see someone in geoscience that reflects them in terms of gender/race/ethnicity, and to whom students might personally relate, based on interests and experiences.

Advantages:
• Shows under-represented students that people like them can be scientists.
• Shows majority students that science is a diverse enterprise.

Strategies

Explicitly show diversity in your teaching. Use a diversity of people in the images you include in your presentations. Showcase the work of geoscientists who are women &/or people of color in your courses. Use both historical and modern examples of diverse individuals.

Expose students to geoscientists who represent the human diversity of our world. Invite speakers or arrange a social event. Include young people (recent alumni?) who are working in geoscience. Arrange a visit or field trip to an appropriate place for your class that has a diversity of geoscientists.

Implementation
• Use scientist spotlights to add a human dimension to science course topics.
• Weave examples of diverse geoscientists throughout the course, not just as a one-off session.

Use “Scientist Spotlights” as homework assignments. Feature scientists who, collectively, present diverse examples of who scientists are and how science is done. Match scientist spotlights to the content areas being covered in class. For each homework assignment, have students read an article about the scientist’s research and a resource about the scientist’s personal history. See Schinske et al. (2016) for further details.

References

This poster was developed by Jan Hodder, OIMB, University of Oregon, for SAGE 2YC: Supporting and Advancing Geoscience Education at Two-Year Colleges.