

Seminar Series on Gender/Gender Equality and the Natural Sciences

19 Feb. 12:00-13:00. Seminar and fika/coffee combined, first come first served. P242 NPQ house, Svante Arrhenius väg 20 A, followed by discussion/mingle 13-13:30.

ENVISIONING MORE EQUITABLE SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH (STEM) EDUCATION

Sehoya Cotner

Abstract

In the US women who enter college in any of the STEM (science, technology, engineering and mathematics) disciplines exhibit greater attrition than do their male peers, a gap that continues throughout most STEM professions. Some explanations for this phenomenon relate to student preparation or academic abilities, which is collectively known as the *student deficit model*. My colleagues and I have proposed the *course deficit model*, whereby instructional decisions exacerbate or minimize gaps in performance and retention. I will offer evidence--from my own work and that of others--in support of the course deficit model, in my discussion.



Sehoya Cotner is an Associate Professor in the Department of Biology Teaching and Learning at the University of Minnesota. Her research focuses on: strategies for effective teaching of evolution and ecology; science (especially biology) for the non-scientist; inclusivity in the sciences; in-class assessment techniques; and technology in the classroom. She currently leads a national Research Coordination Network, "Equity and Diversity in Undergraduate STEM (EDU-STEM)," establishing networks to implement and assess in-class interventions designed to counter barriers to equity in STEM.

Note: *Sehoya is particularly interested in exploring options for international involvement in the EDU-STEM network.*

The seminar is arranged in collaboration with the Department of Mathematics and Science Education, The Centre for the Advancement of University Teaching and the Gender Academy, Stockholm University.