

Earth 194 DE Week Two Reflections

Week Two: Geoscience in the Classroom

Promoting the geosciences among grades 8-12 minority students in the urban coastal environment of New York City

Journal of Geoscience, Blake et al. 2018

Making geoscience relevant to First Nation's Students from the north coast of British Columbia

Journal of Geoscience Education, Bevier et al. 1997

1. In the introduction of Blake et al 2015 they cite a statistic that only 11-15% of 7th and 8th graders take a year of formal earth science classes. Think back to your exposure to geology/earth science related disciplines throughout your education (middle school, high school, undergrad, etc). What were your experiences with geology/earth science in the classroom? How do these experiences relate to your racial/ethnic identities?
2. What lessons did you take away from Blake et al. 2013 and Bevier et al. 1997 about effectively increasing minoritized student participation in geoscience? How could these lessons be leveraged for higher education, like in the UCSB Earth Science department?
3. The longer introduction of Blake et al. 2015 had a great synopsis of geoscience education for minoritized groups. Was there anything that stuck out to you in the studies they discussed? What argument in their introduction was the most compelling to you about why we should care about increasing minority participation in the geosciences?
4. How does Bevier 1997 treat western geoscience knowledge versus Indigenous knowledge? How well did they do integrating both western and Indigenous knowledge in their program?

* *Serial Testimony: One round, any question*