

Investigating the Development of STEM-Positive Identities of Refugee Teens in a Physics Out-of-School Time Experience (INSPIRE)

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Refugee youth resettled in the United States experience two main barriers to long-term participation in STEM fields: (a) access to STEM skills and knowledge which is impacted by translocation and interrupted schooling, and (b) access to crafting positive learner identities in STEM as multilingual, multicultural, and multiracial youth. This presentation shares a model for engaging refugee teens in Cosmic Ray research through an NSF-funded project titled: Investigating the Development of STEM-Positive Identities of Refugee Teens in a Physics Out-of-School Time Experience (INSPIRE). The INSPIRE program is designed to address such barriers by offering students participation in three inter-related activities: (1) constructing scintillator cosmic ray detectors then learning how to collect and analyze data using those detectors; (2) creating digital stories (short video documentaries) to document their experience in the cosmic ray research; and (3) family and community science events where students share what they are learning with their families, and eventually, science teachers, researchers, and broader members of the scientific community.

Attendance type

In-person presentation

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