

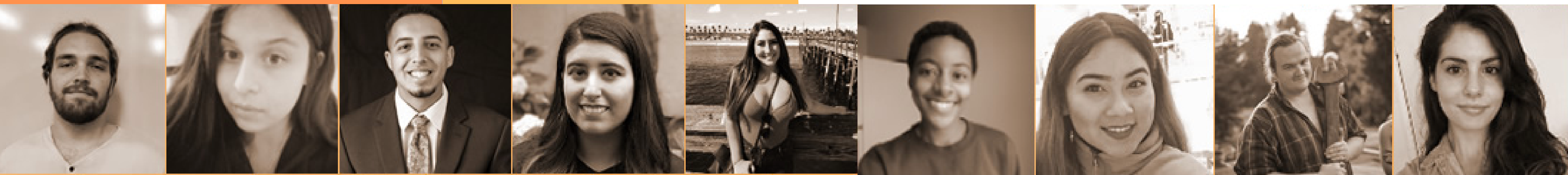
ABOUT US

We are a community of students, pre-college teachers, university and college instructors, and scientific professionals committed to making the sciences more inclusive and more representative of our own wonderful diverse communities.

Our Scientist Spotlights Initiative aims to promote diversity and inclusion in science – middle school through college – through development, assessment, and dissemination of curriculum supplements that bring science role models to students in the context of learning science content.

Scientist Spotlights are most often built by college and university students – in particular students of color, first-generation college-going students, and LGBTQ+ students – in the context of their studies in service-learning courses.

Here are some student authors!



Dax Ovid†, Kimberly Tannert†, and Jeff Schinske‡

† San Francisco State University, ‡ Foothill College



www.scientistspotlights.org

Search Scientists

By Name, Content, NGSS, Vision & Change

SPOTLIGHT SEARCH

Scientists are organized by their field of study and linked to educational standards, so instructors can find scientists doing research on the content they are teaching.

[See Tags list? ^](#)

Vision & Change Tags

- V&C: Energy and Matter
- V&C: Evolution
- V&C: Information Flow
- V&C: Structure and Function
- V&C: Systems

SUBMIT A SPOTLIGHT

Each spotlight includes:

- Picture of the Scientist
- Brief Intro Written By You
- Biographical Resource
- Course Content Resource (popular press article, journal article excerpt, YouTube video, etc.)
- About the Author
- Picture of Spotlight Author
- Brief Biography of Spotlight Author & Explanation for Why Author Chose Scientist

IMPLEMENTATION TIPS & STRATEGIES

Each Scientist Spotlight assignment has metacognitive questions for students to reflect on and answer.

What if instructors just show a photo and lecture on a scientist? A previous study showed that just showing a photo and video in class does NOT have the impact on students' perceptions of scientists that are observed with the metacognitive questions included in the assignment (Schinske et al., 2016). We encourage going beyond simply mentioning/showing diverse scientists in class and moving to require regular work including metacognition about who does science. The Scientist Spotlight assignment includes metacognitive questions (to learn more about promoting metacognition, see Tanner, 2012).

SEPA SCIENCE EDUCATION
PARTNERSHIP AWARD
SUPPORTED BY THE NATIONAL INSTITUTES OF HEALTH