MAT-S College of Natural Sciences and Mathematics
Diversity Assignment Policy

**Purpose:**
The two purposes of the MAT-S Diversity Assignment are to
- insure that candidates have the opportunity to consider what research reports about how preK through professional school individuals who are ethnically/culturally/linguistically/ability-wise different from themselves learn science.
- provide data for the purposes of program evaluation and improvement.

A similar diversity assignment is required of all graduate programs in the College of Education.

**Process:**
- SCED 554 Review of Research in Science Education has been identified as the course in which students complete a diversity assignment. This is done via the Calibrated Peer Review Assignment required of all students in the course.
- The assignment is assessed on a scoring guide that is common across all sections of SCED 554.

**Reporting Scores:**
Diversity assignment scores will be reported as a value of points earned out of a total of 10. Scores between 7-10 are considered acceptable. Scores will be reported each semester by the course instructors to the College of Education Assessment Director via the Science Education Program Director. Data will be used for program evaluation and improvement. Student names and CWIDs are confidential and disaggregated from the data for analysis and reporting purposes.

**SCED 554 Diversity Assignment:**

**Assignment Goals:**
Identify at least two definitions of culture.
Compare and contrast at least two perspectives of science as a culture.
Propose a personal view of whether or not science is a culture supported by evidence.
Apply the concept of science as a culture to potential ramifications in a personal research agenda.

**Source Material:**
Cobern and Aikenhead (1999). Teacher's understanding of the nature of science and classroom practice. *International Handbook of Science Education.*

**Student Instructions:**
Atwater, Cobern, Aikenhead, Noddings, and Soyibo have written papers that address science as a culture within the context of achieving equity and excellence in science education. Compare and contrast at least two views of science as culture. Do you think that science is a culture? Provide two examples from your personal and/or professional experience. How does the culture of science impact your personal research agenda? Describe at least one way in which science as a
culture is addressed in your planned study. Write an essay of no more than 500 words on this topic.

**Guiding Questions**

1. Does the author of this essay define what is meant by a culture using at least two of the perspectives described by the researchers in the papers that are resources for this assignment?
2. Are the two perspectives of science as cultures presented in the essay compared?
3. Are the two perspectives of science as culture presented in the essay contrasted?
4. Does the author of the essay explicitly state that science is or is not a culture?
5. Does the author of the essay state an explicit opinion of whether science is or is not a culture?
6. Does the author of this essay provide two distinct examples of how science is or is not a culture from a personal and/or professional experience?
7. Does the author describe how science as a culture impacts how diverse students learn science?
8. Is at least one specific example of how science as culture affects the author’s personal research agenda presented in the essay?
9. Are there more than two grammar and/or spelling errors in the essay?
10. Does the essay flow with logical and coherent organization?
11. Rate this essay.
Name: ____________________________

Diversity Assignment Rubric

1. Does the author of this essay define what is meant by a culture using at least two of the perspectives described by the researchers in the papers that are resources for this assignment?
   Circle one answer: Yes No  Rating: 1 2 3 4 5
   Feedback:

2. Are the two perspectives of science as cultures presented in the essay compared?
   Circle one answer: Yes No  Rating: 1 2 3 4 5
   Feedback:

3. Are the two perspectives of science as culture presented in the essay contrasted?
   Circle one answer: Yes NO  Rating: 1 2 3 4 5
   Feedback:

4. Does the author of the essay explicitly state that science is or is not a culture?
   Circle one answer: Yes NO  Rating: 1 2 3 4 5
   Feedback:

5. Does the author of the essay state an explicit opinion of whether science is or is not a culture?
   Circle one answer: Yes NO  Rating: 1 2 3 4 5
   Feedback:
6. Does the author of this essay provide two distinct examples of how science is or is not a culture from a personal and/or professional experience?
Circle one answer: Yes No Rating: 1 2 3 4 5
Feedback:

7. Does the author describe how science as a culture impacts how diverse students learn science?
Circle one answer: Yes No Rating: 1 2 3 4 5
Feedback:

8. Is at least one specific example of how science as culture affects the author’s personal research agenda presented in the essay?
Circle one answer: Yes No Rating: 1 2 3 4 5
Feedback:

9. Was the essay free of mechanical errors such as spelling, punctuation, and grammar such that there were less than two major errors in the text?
Circle one answer: Yes No Rating: 1 2 3 4 5
Feedback:

10. Does the essay flow with logical and coherent organization?
Circle one answer: Yes No Rating: 1 2 3 4 5
Feedback:

How would you rate this essay? Circle one.
Low
1 2 3 4 5 6 7 8 9 10
High

Average Rating: ___________

General Comments: