

Geraldine Cochram, Rutgers University

Equity-oriented Classroom Practices

Course transformations, course design/redesign, and modification of curricular materials in physics have been motivated by a variety of things. In this presentation, I will discuss equity-oriented course development. I use equity-oriented to refer to activities and practices that are aligned with reducing the impact of existing injustices in education and tailored to the specific needs of the population being served in the classroom. In some cases, pedagogical practices designed to advance equity in education have failed due to misalignment with the needs of the students. To illustrate this, I will discuss various assessment practices that can contribute to equity or exacerbate historical injustices in education when implemented in different settings and with different populations.

Short Bio: Geraldine Cochran is an Assistant Professor of Professional Practice in the School of Arts and Sciences and the Department of Physics and Astronomy at Rutgers University, the State University of New Jersey. As a physics education researcher, Cochran wears many hats. Cochran teaches introductory physics courses for engineering majors, develops curricular materials for the high school physics classroom and introductory collegiate-level physics courses, and engages in equity and social justice-oriented research on teaching, learning, participation, and experiences in physics.