Beyond Equity as Inclusion: Partnering with minoritized youth towards authoring Rightful Presence in STEM Education

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Injustices in STEM learning for minoritized youth across K-12 settings remains an intractable problem. While opportunities to learn in consequential ways are shaped by the historicized injustices youth encounter in relation to participation in STEM and schooling, addressing the ways in which systemic injustices manifest in local practice has yet remained a significant challenge.

Drawing on theories of consequential learning and critical justice, and longitudinal ethnographic data in in/formal STEM settings, this talk considers a framework of rightful presence in STEM as a way forward to push beyond the limitations of equity as inclusion. Inclusionary modes, while extending a hand of welcome, fail to trouble established hierarchical social order in science learning figured worlds, thereby maintaining and reproducing such oppressive social orders. Using in-depth youth cases, this talk considers what it means for youth to author moments of rightful presence in STEM, in terms of youths’ onto-epistemological developments, hybrid STEM practices, and emerging identity work.

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