

Culturally Responsive and Sustaining Pedagogy within a Two-Week Summer Solar Program: Design and Youth Outcomes

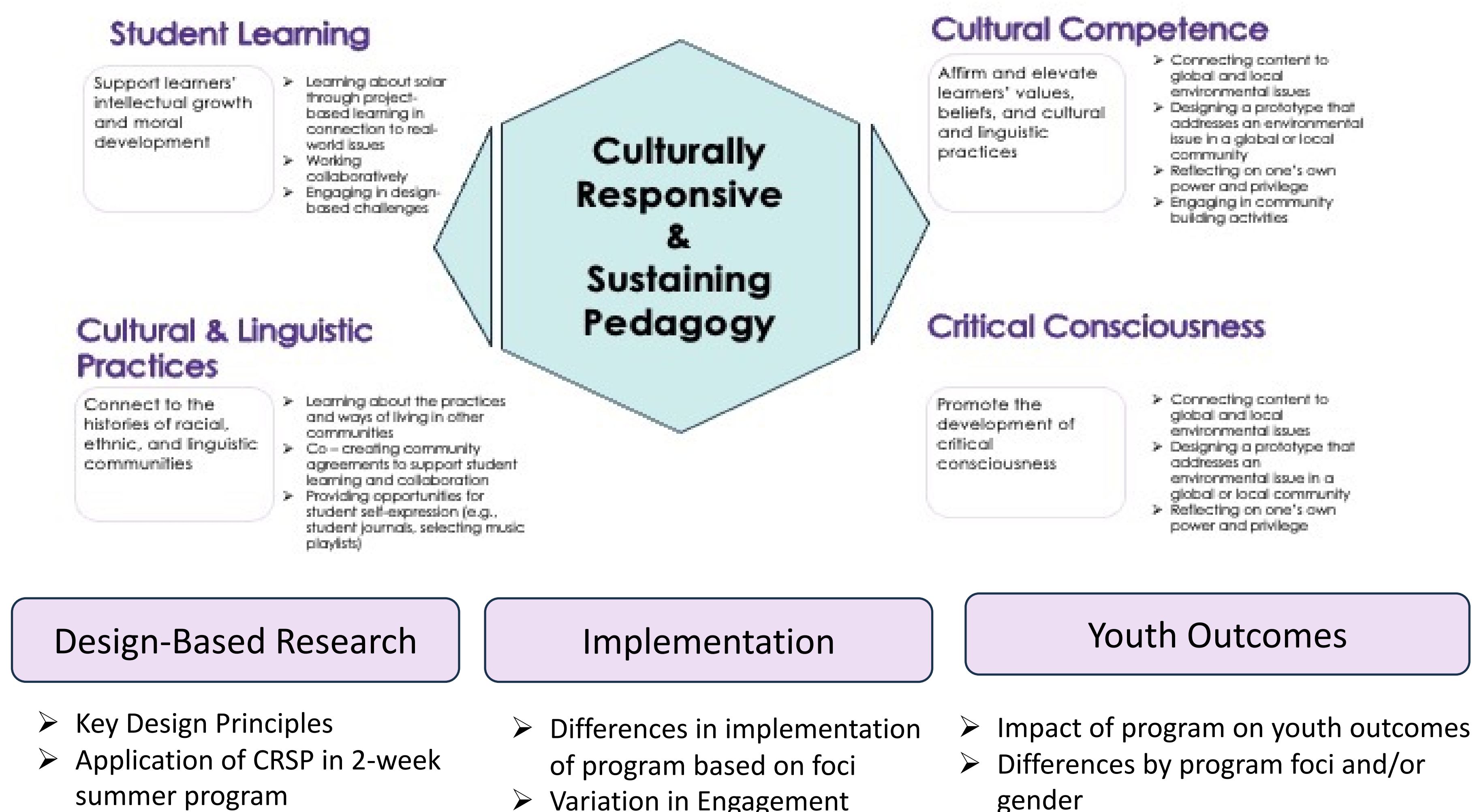
INFORMING
CHANGE

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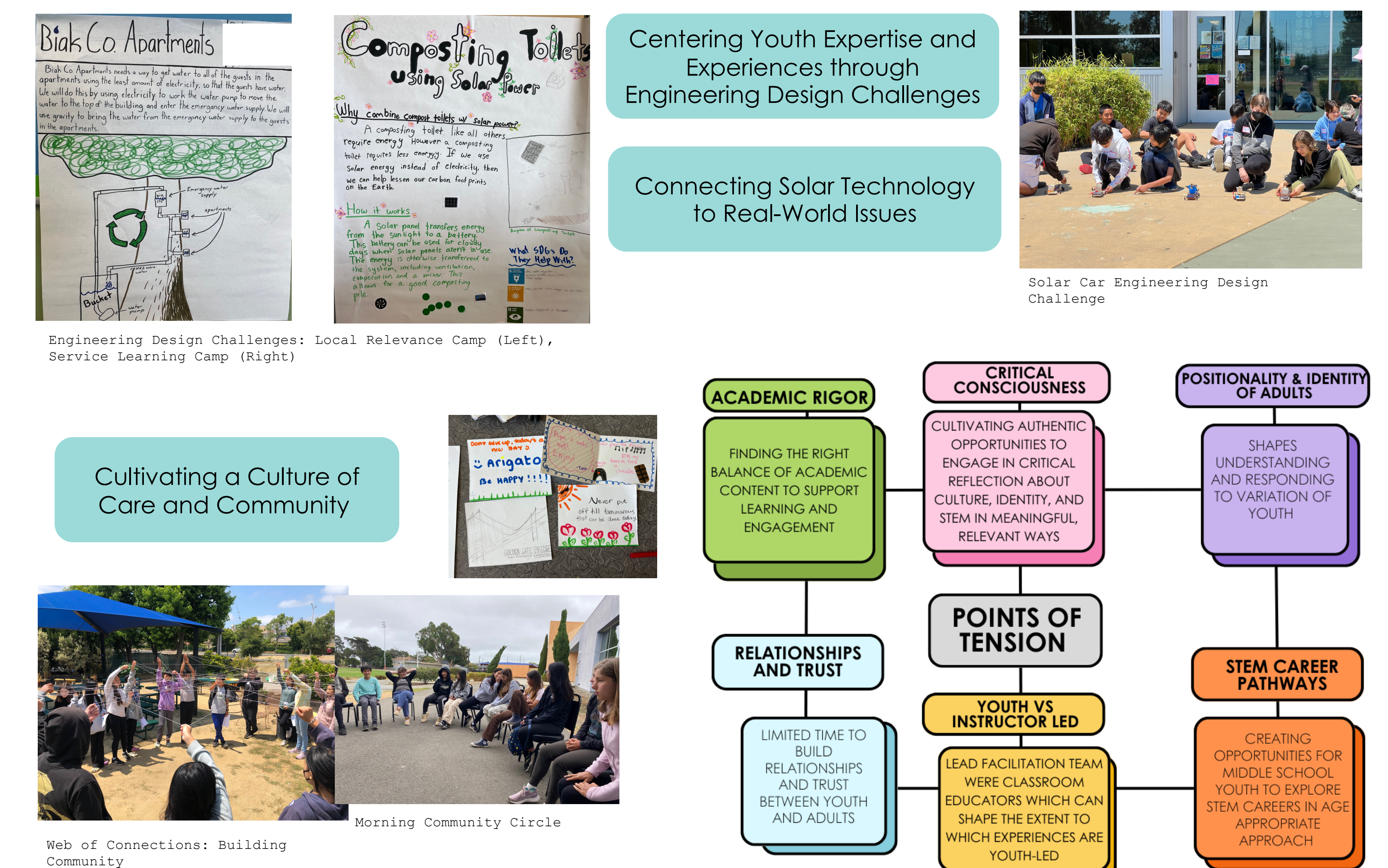
Abstract

We examine Culturally Responsive and Sustaining Pedagogy (CRSP) in the context of two solar-technology summer programs framed around local relevance or service learning. Considerations included time limitations, authentically discussing identity, and balancing rigor and informal learning. We share findings from our implementation and outcomes studies, and implications for out-of-school learning.

Solar Summer Leaders: Designing a Summer Program Through a Lens of Cultural Responsive & Sustaining Pedagogy

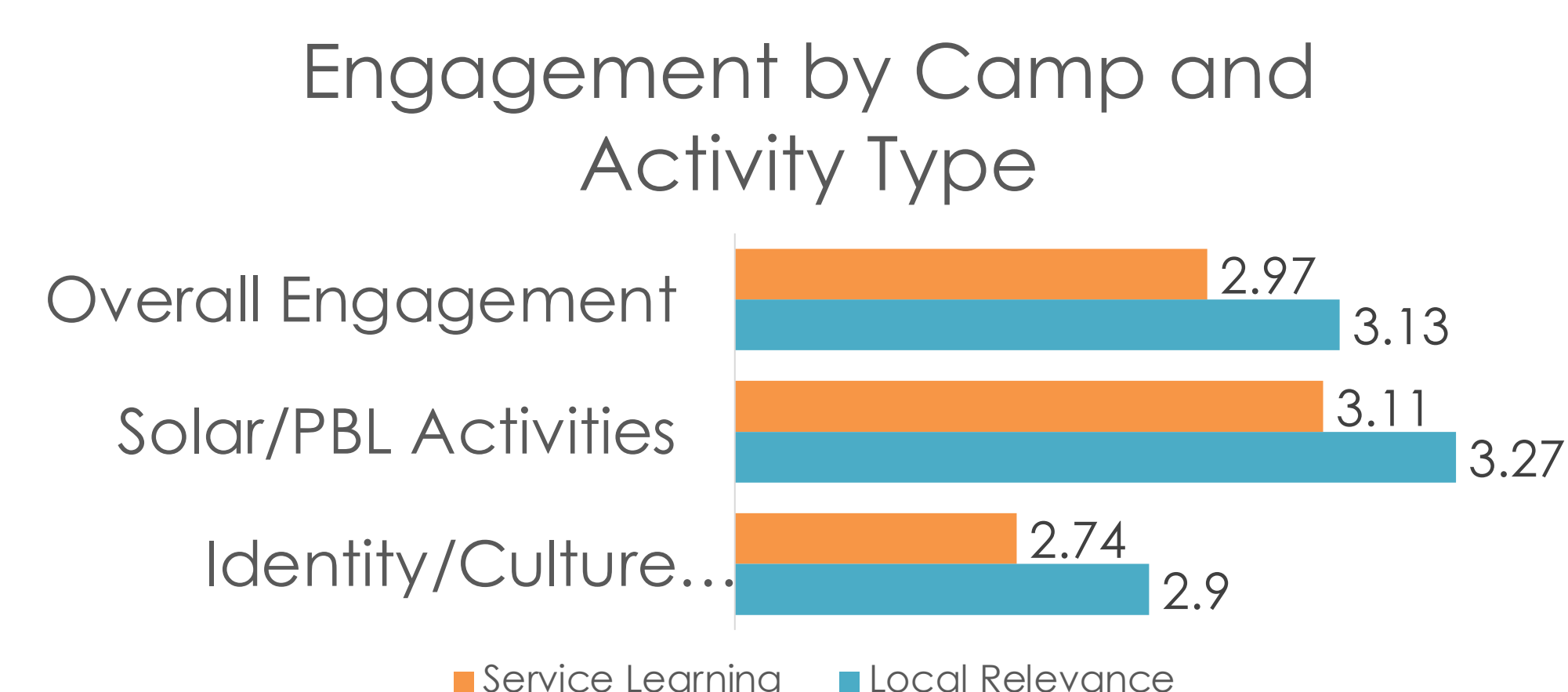


Opportunities, Challenges, & Points of Tension



Research Findings

Methods: (1) engagement surveys after select activities (2) post/retro-pre survey at the end of program

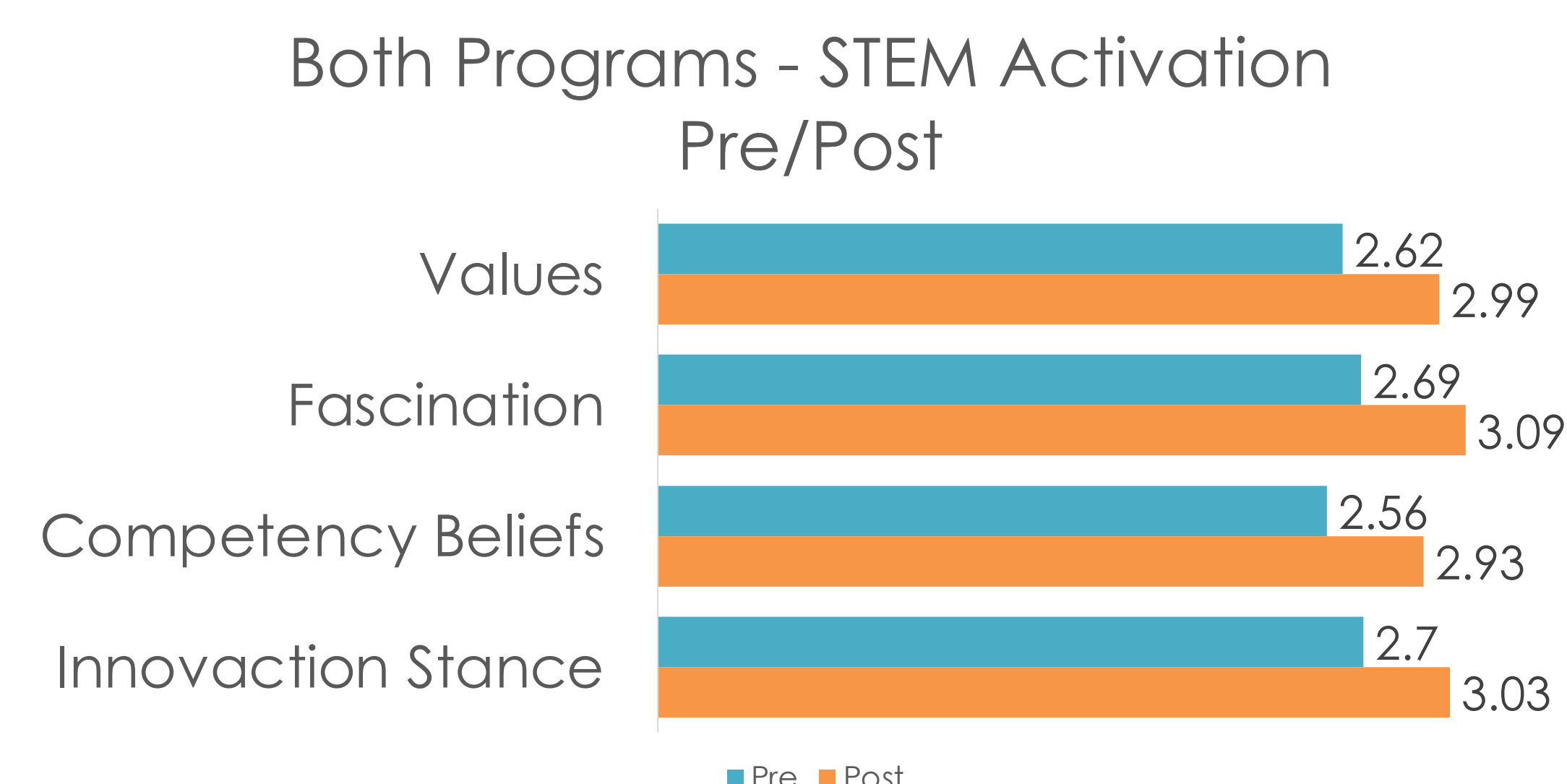


What was your favorite part of this summer program?

- 38% of youth mentioned the variety of **food** provided each day for lunch
- building something that I know will help people all over the world and then teaching kids about it.** 9th grader, girl-identifying
- I loved making new friends, socializing, learning new things, and creating/building things. I would love if I can do this again and learn more ways solar energy can be used.** 8th grader, girl-identifying
- My favorite part of the program was learning about the usage of solar, designing models, and learning how to use solar panels.** 8th grader, boy-identifying

Did your experience in this program change how you see yourself as a "science person"? Please explain.

- I used to think that the only science in this world was the one that schools taught us. It had never came to my mind that I would learn about solar and how it worked.** – 7th grader, girl-identifying
- I feel like this camp has helped me better understand science and technology and myself, because of this camp I view me and my mind differently than I did two weeks ago.** – 8th grader, girl-identifying



What are your thoughts or experiences?

- How do you enact culturally responsive pedagogy within the boundaries of your programming?
- In what ways can informal science learning experiences center, and respond, to the individual and collective interests, needs, and lived experiences of youth?

WRITE ON A POST-IT and PLACE HERE



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