

Seminar

Understanding students as stakeholders for the institutional change

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In socio-cultural career theories, students' views about knowledge capital, their perceptions and their decision making are considered to be as authentic as that of teachers. Therefore, understanding students' capital and their roles as stakeholders can facilitate teachers to know their students better. In my talk, I will elaborate on two such frameworks applied to analyze students' capital in relation to learning and decision making in physics. The first framework is epistemic sense-making. It is used to identify students' physics problem-solving knowledge through responsive teaching. I will discuss how framing-focused approaches were adopted at the individual course level, and further scaled up at the institutional level. Identity is another framework that ties students' capital to their classroom engagement, persistence, and success in STEM disciplines. My latest research is focused on theorising and quantitatively measuring students' physics identity using specific constructs, and exploring how it can be influenced. Based on this presented work, I will share my ideas on applying the knowledge of students' capital for institutional change.

Friday, Sep 20th 2019

4:00 PM (Tea/Coffee at 3:30 PM)

Auditorium, TIFR-H