

Being 'Sciencey': Scottish, South-Asian and Muslim Young People

Authors : Saima Salehjee, Mike Watts

Abstract : In our school-based world, we are commonly confronted by young people for whom the study of science is an unpalatable 'other world': they simply do not see themselves as science (sciencey) people. To be clear, we are not interested in all young people becoming career scientists - although some small modicum of that would be quite agreeable. We are, though, keen to form or transform (trans(form)) their appreciations of science and retain open minds on matters scientific to develop the feeling of being 'sciencey' with or without the aspiration of becoming scientists. Our discussion in this paper draws upon research undertaken in a co-education primary- and lower-secondary school in Scotland, and our arguments chart the trans(formation)s of thirty under-representative and under-researched Scottish South-Asian Muslim students (aged 11-13) over a school term. We use science identity theory as the basis for our analysis: what it means to be 'sciencey' and whether (or not) structural forces have impacted their decision of being 'sciencey'. This work offers new insights into how Scottish, South-Asian, and Muslim students perceive and engage with in and out of school science and highlight some science nudges aimed to support their development of being 'sciencey'.

Keywords : science identity, science nudges, transformative moments, south-Asian, Muslim, scottish, sciencey

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