FROM HOSTILE EXCLUSION TO FRIENDLY INCLUSION: UNIVERSITY OF SOUTH CAROLINA SYSTEM MODEL PROJECT FOR THE TRANSFORMATION OF SCIENCE AND MATH TEACHING TO REACH WOMEN IN VARIED CAMPUS SETTINGS

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ABSTRACT

National attention has focused on three interrelated problems of science in the United States: widespread scientific illiteracy, the need for more American scientists and engineers, and the underrepresentation of women and minorities in the sciences. This article focuses on a description and preliminary results based on the National Science Foundation Project, "University of South Carolina System Model Project for the Transformation of Science and Math Teaching to Reach Women in Varied Campus Settings." The project addresses these problems by changing the science curriculum and how science is taught in the college classroom to increase the participation of all students in science. Preliminary results based on qualitative and limited quantitative data suggest that the project is meeting its objectives.

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Inclusion in education refers to a model wherein special needs students spend most or all of their time with non-special (general education) needs students. It arises in the context of special education with an individualized education program or 504 plan, and is built on the notion that it is more effective for students with special needs to have said mixed experience for them to be more successful in social interactions leading to further success in life. Inclusion rejects but still provides the use The full inclusion model of instruction rejects the use of special schools or separate classrooms for the teaching of students with special needs. Instead of special education personnel working to consider each student’s “Least-restrictive environment,” a full inclusion model advances the idea of having all students, regardless of learning disabilities, as part of the general education classroom. Once committed to a model of inclusion, the students, parents, teachers, and school must work together to continually refine the methods utilized and ensure each student receives a chance to maximize their learning. Jordan Catapano is a high school English teacher in a Chicago suburb. I was recently told by someone that they were “eagerly awaiting” the inclusion/exclusion roundup of diversity and inclusion events, talks, panels, receptions, happening at the meetings, similar to what we did for the last JMM. Not ones to disappoint our readers, we are happy to comply. Continue reading → The math programs for high school girls that are out there tend to be designed for the top students who are competitive enough to win a spot. The point is that student conceptions of variables are reasonable attempts to make sense of the contexts in which we have placed them and judging them for not having integrated those contexts into a unifying concept feeds into some of the structural issues with our educational system. Continue reading →.