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Collana	Sociocultural Explorations of Science Education, , 2731-0256 ; ; 26
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Nota di contenuto	1 Intersectional Identities in the Geosciences -- 2 Youths' Sense-Making and Participation in a Sociopolitical Science Unit on Type 2 Diabetes -- 3 Fostering Social Connectedness and Interest in Science Through Sports -- 4 Teacher Candidates and the Equitable, Inclusive Science Classroom -- 5 Re-Envisioning a Literacy-Centered Science Teacher Education in the Shadow of COVID-19: Towards Engagement and Change -- 6 Investigating the Impact of Sociotransformative Constructivism on the Professional Preparation of Pre-Service Science Teachers in Costa Rica -- 7 Designing Science Learning Environments that Support Emergent Multilingual Students to Problematize Electrical Phenomena -- 8 Inequalities in Digital Access and Digital Science Instruction Among Poor Rural Children -- 9 Post-Tenure Confessions of an Early Career Science Education Researcher -- 10 Striving for

more: Beyond the Guise of Objectivity and Equality.

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Sommario/riassunto

This book focuses on the creative and transformative work of scholars who are advancing social justice through science/STEM education with limited resources. It draws attention to the significant body of work being conducted in various contexts so that readers could reflect and appreciate how much broader and transformative our impact could be if funding agencies, policy makers, and other researchers would widen their perspective and seek to promote social justice-driven scholarship. Public funding for STEM research on K-12 and teacher education that targets special populations is often limited and tends to favor mainstream research. This book contains case studies on innovative and promising STEM research with a focus on equity, diversity and social justice that are funded with limited or no public funding. It also presents anecdotes from authors in relation to their struggles in either securing funding for their reported study or seeking to publish its findings. This provides more context to the challenges of conducting non-mainstream research in science/STEM education. Most of the contributors are scholars of color and/or women conducting research with traditionally marginalized populations in science/STEM. Thus, this book offers an additional venue to share the voices of marginalized scholars and allies seeking to broaden our understanding of the challenges and successes of promoting equity, diversity, and social justice in various educational contexts.

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