

9 - Environmental, Health and Outdoor Science Education | Empirical

SP - (16568) - EXPLORING IDENTITY IN A COMMUNITY-BASED STEAM PROGRAMME: NEGOTIATING BORDER CROSSING, RESILIENEC AND ENGAGEMENT

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Short Abstract

The aim of this study is to explore how young children navigate and negotiate their membership in out-of-school science engagement programmes. The critical ethnographic case study grounded in the analytical and theoretical constructs of science identity and figured worlds explored how young children from AfroCaribbean and migrant backgrounds interact/show up in a community-based programme. The first round analysis revealed three themes. Firstly, children and their families' entry is transactional and as they negotiate access from the familial figured world into the world of the programme. Secondly, their actions of silent engagement disrupt the present paradigms of performance that is usually more an outward show of science competence. Lastly, family's recognition is explicit and implicit in action. The study provides insight for informal educators to engage with marginalised groups in more meaningful ways. Ways that ensure their sustainability and longevity in accessing these of out-of-school science programmes.