

Reconceptualizing Science Education for Learners of African Descent

Abstract

This chapter is a description of practice grounded in the idea that the primary problems Black children face in schools are political problems. The chapter articulates three aspects of science education that should be reconceptualized if we are to adequately address these problems. These three aspects are: the purpose of science education; science content; and the role of the instructor. The theoretical foundation for reconceptualizing these three aspects of science education comes from Goduka's (2005) articulation of *eZiko*, Mutegi's (2011) articulation of socially transformative STEM curriculum, and Codrington's (2014) work on liberatory education. Drawing from this theoretical foundation, the chapter illustrates the how science educators could reconceptualize the purpose of science education, science content, and the role of the instructor by describing a year-long project in which three, high school-aged, young ladies and one university professor worked collaboratively as science writers. Through the Black Kids Read - Science Writers project, these young ladies took on the task of authoring science-oriented literature for elementary-aged children.

Keywords: Socially transformative STEM curriculum, *eZiko*, liberatory education, science writing, African American, racism, description of practice