



# Can Science (Education) Save Us? The Role of Science in Post- COVID Education

Gloria Ladson-Billings

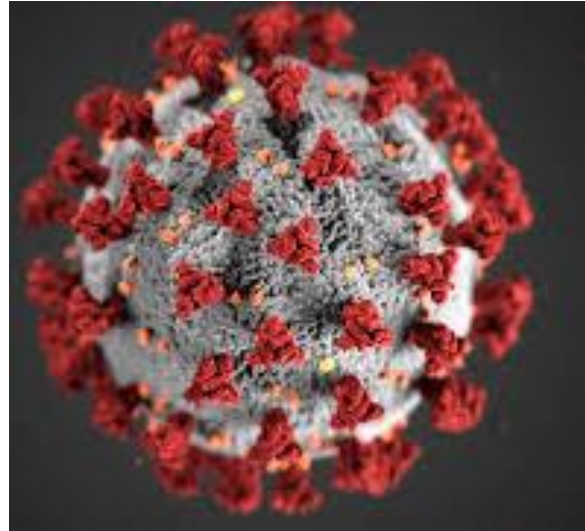
University of Wisconsin-Madison

# Who Am I?

- Professor Emerita, UW-Madison
- President National Academy of Education
- Fellow, American Academy of Arts & Sciences
- Fellow, The British Academy
- Fellow, American Educational Research Association
- Fellow, Hagler Institute, Texas A&M University



# A Tale of 4 Pandemics



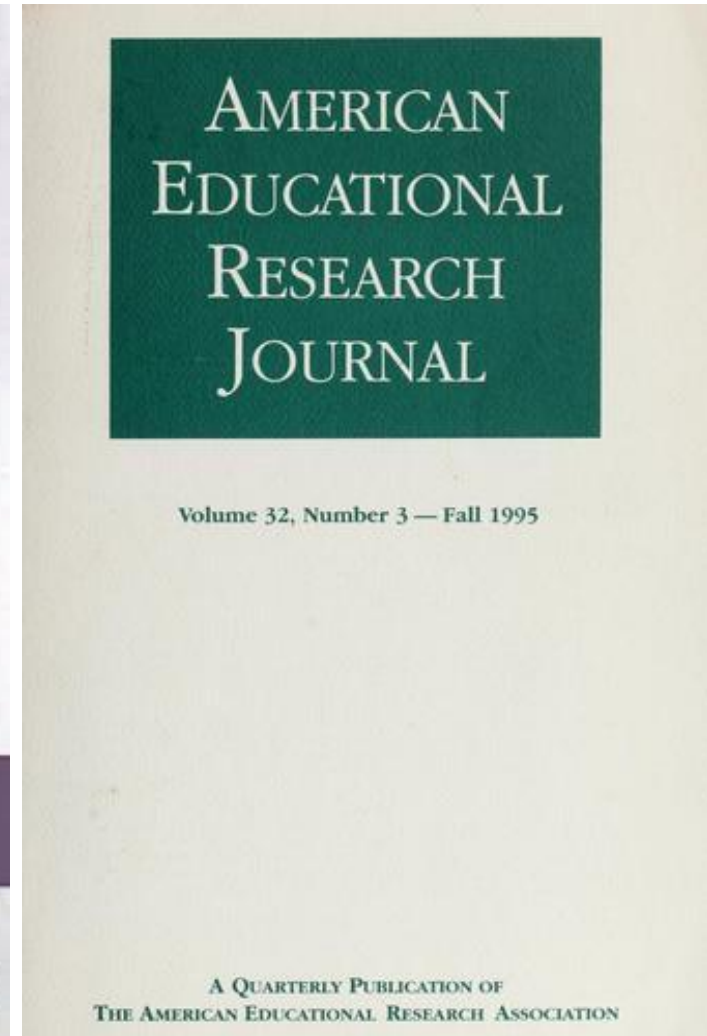
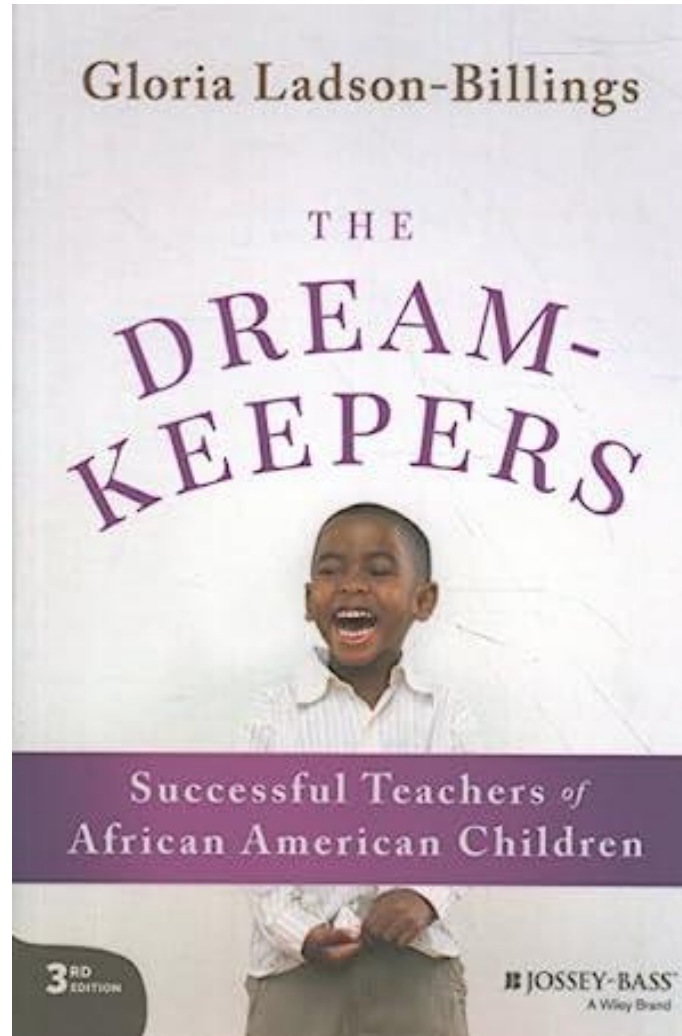


Arundhati  
Roy

# The Nature of Pandemics

- *Historically, pandemics have forced humans to break with the past and imagine their world anew. This one is no different. It is a portal, a gateway between one world and the next. We can choose to walk through it, dragging the carcasses of our prejudice and hatred, our avarice, our data banks and dead ideas, our dead rivers and smoky skies behind us. Or we can walk through lightly, with little luggage, ready to imagine another world. And ready to fight for it.*  
~ Arundhati Roy

Culturally  
Relevant  
Pedagogy

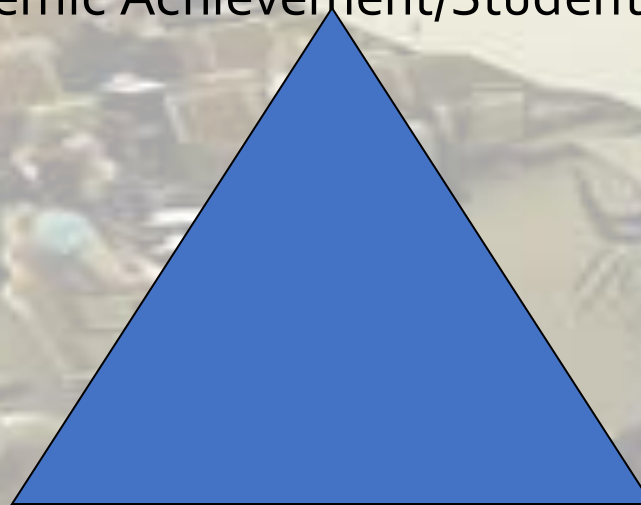


# Culturally Relevant Pedagogy

Academic Achievement/Student Learning

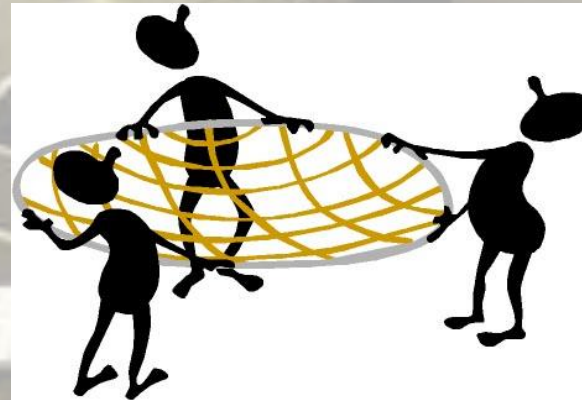
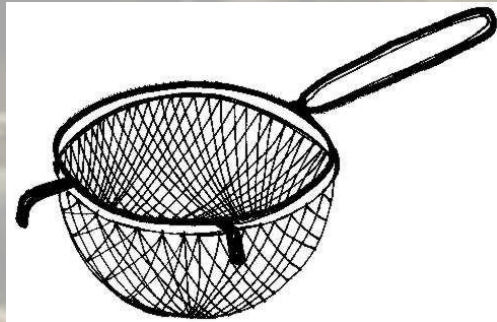
Cultural Competence

Socio-  
Political/Critical  
Consciousness



# Supporting Student Learning

- Depth vs. Coverage
- High Failure rate  $\neq$  Rigor



# Cultural Competence

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- Ability to be firmly grounded in one's own culture of origin and fluent in at least one other culture



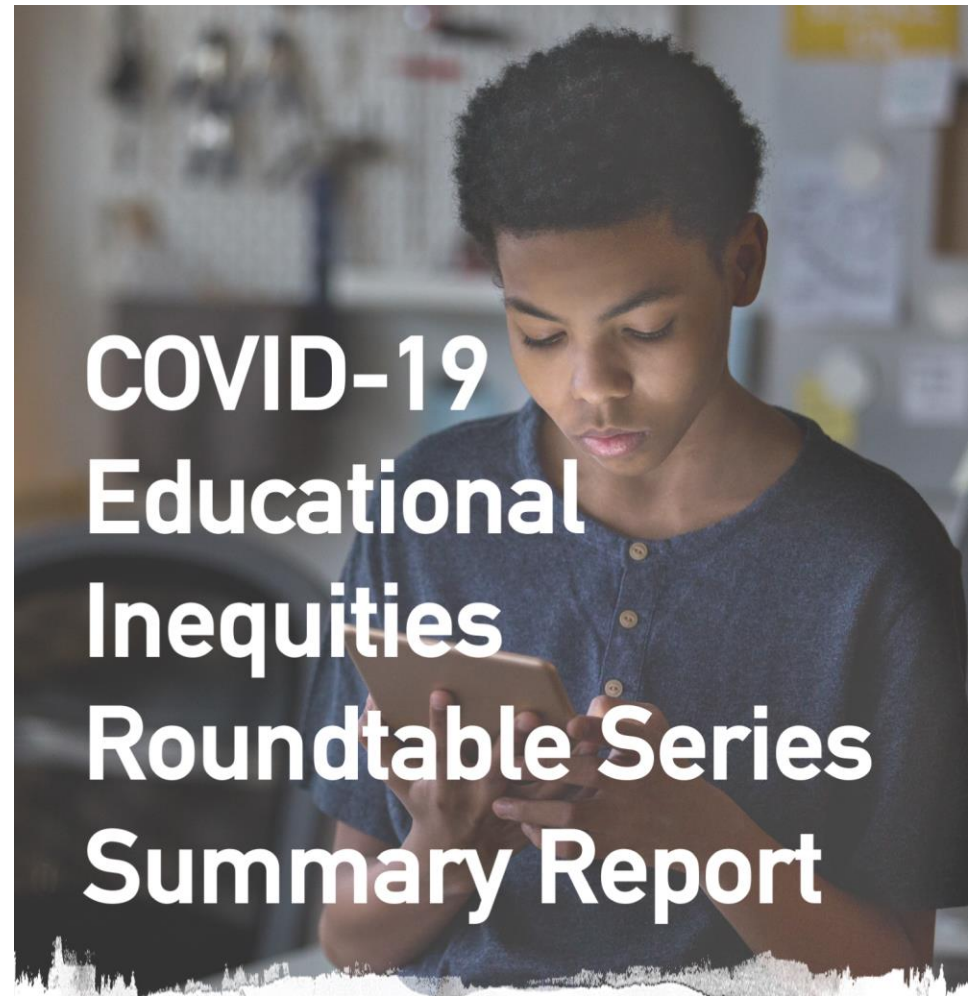




Lessons from history

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What our  
Post-COVID  
Education  
Could Be



**COVID-19  
Educational  
Inequities  
Roundtable Series  
Summary Report**

NATIONAL  
ACADEMY  
*of*  
EDUCATION

# Imagine...

- We did not return to separate, isolated learning of subject areas
- We took a cue from the fact we live in a scientific, highly technological society
- We paid attention to youth culture as a site for teaching and learning
- We position science as the main point of entry into the curriculum



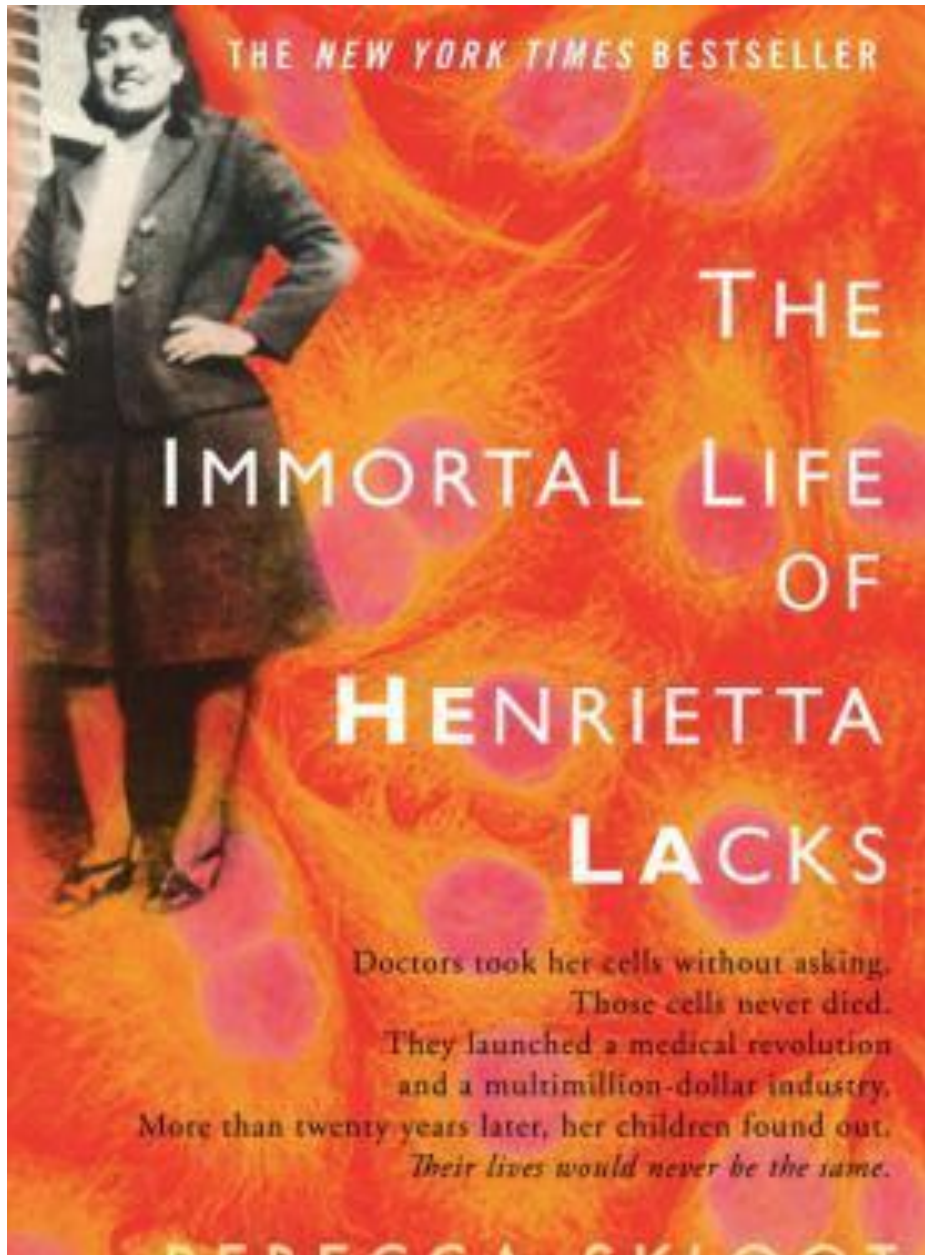


How many of you have seen “The Black Panther?”

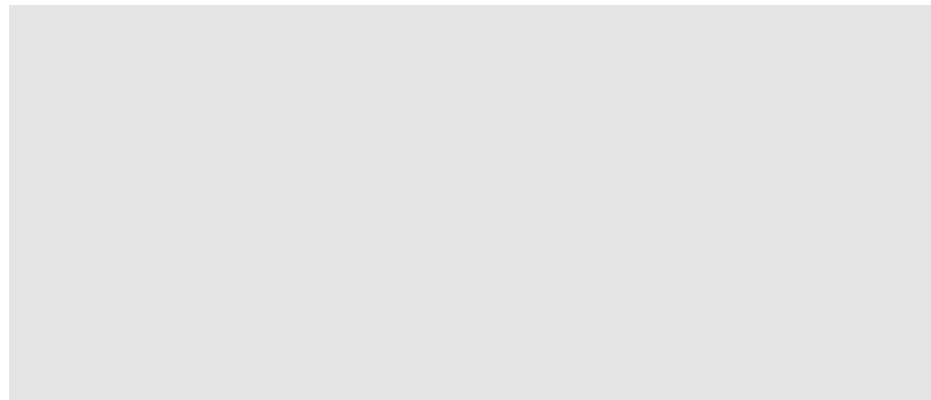



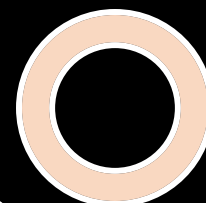


Discuss the STEAM  
elements of the film

- Where is the:
- Science
- Technology
- Engineering
- Art
- Mathematics



How many of you  
know about  
Henrietta Lacks?





What do Black  
Panther &  
Henrietta Lacks  
have in  
common?

- A compelling narrative (Art/Literature)
- A way to humanize the STEM
- A way to connect with students' lives and experiences





# Science as the Center of the Curriculum

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- **Example: What does migration mean for species?**
- Science – Genetic variation, adaptation, pandemics, vaccines, Linneaus, environmental impact
- Mathematics – predicting population growth, dispersal
- History/Social Studies – Great Migrations—from Europe to US, from South to North & West (reading Wilkerson’s, The Warmth of Other Suns), “internal migration”, i.e., urban renewal, gentrification,
- English – Studying The Grapes of Wrath, My Antonia, Brown girl, Brown stones, The Late Homecomer
- Music, Art, etc.

Students'  
Are  
Interested in  
Problem  
Solving



# Consider Students' Imaginations

