WHAT I SHOULDA, COULDA, WOULDA LEARNED IN SCIENCE CLASS: BLACK AMERICAN BOYS’ NARRATIVES OF PAST SCIENCE TEACHERS AND VISIONS FOR A CULTURALLY RESPONSIVE SCIENCE TEACHER

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Abstract
This study follows three Black American, high school boys who participated in a “Men in STEM” book club in an urban school in New York City. Through narrative analysis, the boys describe their vision for a culturally responsive science teacher and connections are made between the boys’ experiences with science teachers and interest in STEM careers. 20 10th grade Black American boys joined the “Men in STEM” book club and three participants are highlighted due to their differing interests in pursuing a STEM major in college. By triangulation of semi-structured interviews, two open-ended questionnaires, and researcher field notes, four themes emerged. Black American boys in this study call for S^4 teachers - science teachers who:

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