



TALKING ABOUT LEAVING

*Why Undergraduates
Leave the Sciences*

ELAINE SEYMOUR and NANCY M. HEWITT

Talking About Leaving Why Undergraduates Leave The Sciences

**Dennis W. Sunal, Cynthia S
Sunal, Emmett L. Wright**



Talking About Leaving Why Undergraduates Leave The Sciences:

Talking About Leaving Elaine Seymour, Nancy M Hewitt, 1997 This book grew out of a three year seven campus study aimed at explaining the national loss of 40 to 60 percent of undergraduates from science mathematics and engineering majors into nonscience disciplines Working from extensive interviews with undergraduates the authors are able to offer explanations for the loss of able students including students of color and women A landmark study the volume is an essential source book for all those concerned with changing the ways that we teach science mathematics and engineering education and with opening these fields to a more diverse student body Talking about Leaving Revisited Elaine Seymour, Anne-Barrie Hunter, 2019-12-10 Talking about Leaving Revisited discusses findings from a five year study that explores the extent nature and contributory causes of field switching both from and among STEM majors and what enables persistence to graduation The book reflects on what has and has not changed since publication of Talking about Leaving Why Undergraduates Leave the Sciences Elaine Seymour Nancy M Hewitt Westview Press 1997 With the editors guidance the authors of each chapter collaborate to address key questions drawing on findings from each related study source national and institutional data interviews with faculty and students structured observations and student assessments of teaching methods in STEM gateway courses Pitched to a wide audience engaging in style and richly illustrated in the interviewees own words this book affords the most comprehensive explanatory account to date of persistence relocation and loss in undergraduate sciences Comprehensively addresses the causes of loss from undergraduate STEM majors an issue of ongoing national concern Presents critical research relevant for nationwide STEM education reform efforts Explores the reasons why talented undergraduates abandon STEM majors Dispels popular causal myths about why students choose to leave STEM majors This volume is based upon work supported by the Alfred P Sloan Foundation Award No 2012 6 05 and the National Science Foundation Award No DUE 1224637 *Preparing Pre-Service Teachers to Teach Computer Science* Chrystalla Mouza, Aman Yadav, Anne Ottenbreit-Leftwich, 2021-05-01 Computer science has emerged as a key driver of innovation in the 21st century Yet preparing teachers to teach computer science or integrate computer science content into K 12 curricula remains an enormous challenge Recent policy reports have suggested the need to prepare future teachers to teach computer science through pre service teacher education programs In order to prepare a generation of teachers who are capable of delivering computer science to students however the field must identify research based examples pedagogical strategies and policies that can facilitate changes in teacher knowledge and practices The purpose of this book is to provide examples that could help guide the design and delivery of effective teacher preparation on the teaching of computer science This book identifies promising pathways pedagogical strategies and policies that will help teacher education faculty and pre service teachers infuse computer science content into their curricula as well as teach stand alone computing courses Specifically the book focuses on pedagogical practices for developing and assessing pre service teacher knowledge of computer science

course design models for pre service teachers and discussion of policies that can support the teaching of computer science The primary audience of the book is students and faculty in educational technology educational or cognitive psychology learning theory teacher education curriculum and instruction computer science instructional systems and learning sciences

Learning Science in Informal Environments National Research Council, Division of Behavioral and Social Sciences and Education, Center for Education, Board on Science Education, Committee on Learning Science in Informal Environments, 2009-06-27 Informal science is a burgeoning field that operates across a broad range of venues and envisages learning outcomes for individuals schools families and society The evidence base that describes informal science its promise and effects is informed by a range of disciplines and perspectives including field based research visitor studies and psychological and anthropological studies of learning Learning Science in Informal Environments draws together disparate literatures synthesizes the state of knowledge and articulates a common framework for the next generation of research on learning science in informal environments across a life span Contributors include recognized experts in a range of disciplines research and evaluation exhibit designers program developers and educators They also have experience in a range of settings museums after school programs science and technology centers media enterprises aquariums zoos state parks and botanical gardens Learning Science in Informal Environments is an invaluable guide for program and exhibit designers evaluators staff of science rich informal learning institutions and community based organizations scientists interested in educational outreach federal science agency education staff and K 12 science educators Interest in Mathematics and Science Learning Ann Renninger, Martina Nieswandt, Suzanne Hidi, 2015-04-19 Interest in Mathematics and Science Learning edited by K Ann Renninger Martin Nieswandt and Suzanne Hidi is the first volume to assemble findings on the role of interest in mathematics and science learning As the contributors illuminate across the volume s 22 chapters interest provides a critical bridge between cognition and affect in learning and development This volume will be useful to educators

researchers and policy makers especially those whose focus is mathematics science and technology education **How College Students Succeed** Nicholas A. Bowman, 2023-07-03 Receiving a college education has perhaps never been more important than it is today While its personal societal and overall economic benefits are well documented too many college students fail to complete their postsecondary education As colleges and universities are investing substantial resources into efforts to counter these attrition rates and increase retention they are mostly unaware of the robust literature on student success that is often bounded in disciplinary silos The purpose of this book is to bring together in a single volume the extensive knowledge on college student success It includes seven chapters from authors who each synthesize the literature from their own field of study or perspective Each describes the theories models and concepts they use summarizes the key findings from their research and provides implications for practice policy and or research The disciplinary chapters offer perspectives from higher education public policy behavioral economics social psychology STEM sociology and critical and

post structural theory Driving Towards a More Diverse Space Physics Research Community - Perspectives, Initiatives, Strategies, and Actions Michael W. Liemohn,McArthur Jones,Xochitl Blanco-Cano,John Coxon,Alexa Jean Halford,Chigomezoyo Ngwira,2023-10-27 Successful STEM Mentoring Initiatives for Underrepresented Students Becky Wai-Ling Packard,2023-07-03 Successful STEM Mentoring Initiatives for Underrepresented College Students is a step by step research based guide for higher education faculty and administrators who are charged with designing mentoring programs to recruit and retain students from underrepresented groups Written by an acknowledged expert in the field of STEM mentoring the book constitutes a virtual consultant that enables readers to diagnose the issues they face identify priorities and implement appropriate practices to achieve their goals The book describes the real and perceived barriers that underrepresented students to include women students of color transfer students and first generation college students encounter when considering enrollment or participating in science courses considers the issues they face at the various transitions in their education from entering college to declaring a major and moving on to a profession and sets out the range of mentoring options available to program designers By posing key questions and using three running case illustrations of common dilemmas the book walks readers through the process of matching the best design options with the particular needs and resources of their own department or campus Intentionally brief and to the point the book is nonetheless a comprehensive guide to the full range mentoring models and best practices that also covers issues of institutional and departmental climate and teaching methods and offers insider insights to help designers avoid pitfalls as they create effective sustainable mentoring initiatives This guide will assist administrators working on new initiatives to broaden access and improve persistence and graduation in their programs as well as apply for research grants by clarifying objectives and identifying the effective evidence based practices to achieve them It also provides common conversation starters for departments to identify obstacles to enrollment and broaden participation **Making Scientists** Gregory Light,2013-03-05 Gregory Light and Marina Micari reject the view that science technology engineering and mathematics are elite disciplines restricted to a small number with innate talent Rich in concrete advice Making Scientists offers a new paradigm of how scientific subjects can be taught at the college level to underrepresented groups **Summary of Activities of the Committee on Science, U.S. House of Representatives for the ... Congress** United States. Congress. House. Committee on Science,2007
SUMMARY OF ACTIVITIES OF THE COMMITTEE ON SCIENCE ..., JANUARY 4, 2007, 109-2 HOUSE REPORT 109-748,2007 *Teaching Science with Hispanic ELLs in K-16 Classrooms* Dennis W. Sunal,Cynthia S Sunal,Emmett L. Wright,2010-04-01 The goal of this fourth volume of RISE was to provide a research foundation that demonstrates an agenda to strengthen the preparation and enhancement of teachers of science for regions and states experiencing extensive initial growth of Hispanic ELLs in schools The goal was carried out through a series of events that led to the planning and subsequent dissemination of research being conducted by various stakeholders throughout the United States Researchers

were first invited from regions of the country that have had a long history of with Hispanic ELLs in classrooms as well as those regions where initial and now extensive growth has occurred only in the past few years A national conference Science Teacher Education for Hispanic English Language Learners in the Southeast SHELLS funded through the National Science Foundation was used as one of the dissemination methods to establish and secure commitments from researchers to a conduct and report research to strengthen teacher preparation for science The national call for manuscripts requested the inclusion of major priorities and critical research areas methodological concerns and concerns and results of implementation of teacher preparation and development programs

The Science of Effective Mentorship in STEMM National Academies of Sciences, Engineering, and Medicine, Policy and Global Affairs, Board on Higher Education and Workforce, Committee on Effective Mentoring in STEMM, 2020-01-24 Mentorship is a catalyst capable of unleashing one's potential for discovery curiosity and participation in STEMM and subsequently improving the training environment in which that STEMM potential is fostered Mentoring relationships provide developmental spaces in which students STEMM skills are honed and pathways into STEMM fields can be discovered Because mentorship can be so influential in shaping the future STEMM workforce its occurrence should not be left to chance or idiosyncratic implementation There is a gap between what we know about effective mentoring and how it is practiced in higher education The Science of Effective Mentorship in STEMM studies mentoring programs and practices at the undergraduate and graduate levels It explores the importance of mentorship the science of mentoring relationships mentorship of underrepresented students in STEMM mentorship structures and behaviors and institutional cultures that support mentorship This report and its complementary interactive guide present insights on effective programs and practices that can be adopted and adapted by institutions departments and individual faculty members

Integrating the Sciences and Society Harriet Hartman, 2008-10-01 Many people think of social problems as involving poor and powerless individuals in society This work seeks to improve the balance by adding a focus on important and powerful institutions It discusses policy sciences public policy analysis and public management It addresses operations and design issues for government organizations

Socio-Cultural Perspectives on Science Education W.W. Cobern, 2012-12-06 Global science education is a reality at the end of the 20th century albeit an uneven reality because of tremendous technological and economic pressures Unfortunately this reality is rarely examined in the light of what interests the everyday lives of ordinary people rather than the lives of political and economic elites The purpose of this book is to offer insightful and thought provoking commentary on both realities The tacit question throughout the book is Whose interests are being served by current science education practices and policies The various chapters offer critical analysis from the perspectives of culture economics epistemology equity gender language and religion in an effort to promote a reflective science education that takes place within rather than taking over the important cultural lives of people The target audience for the book includes graduate students in education science education and education policy professors policy and

government officials involved with education Exploring the Landscape of Scientific Literacy Cedric Linder, Leif Östman, Douglas A. Roberts, Per-Olof Wickman, Gaalen Ericksen, Allan MacKinnon, 2010-10-04 Offering new ways to look at the key ideas and practices associated with promoting scientific literacy this book takes a pragmatic and inclusive perspective on curriculum reform and learning and presents a future vision for science education research and practice *Encouraging the Participation of Female Students in STEM Fields* United States. Congress. House. Committee on Science and Technology (2007). Subcommittee on Research and Science Education, 2010 **International Handbook of Engineering Education Research** Aditya Johri, 2023-05-23 Winner of the 2024 American Educational Research Association AERA Division I Outstanding Research Publication Award This comprehensive handbook offers a broad overview of contemporary research on engineering education and its practical application Over the past two decades the field of engineering education research EER has become a vibrant and impactful community with new journals conferences and doctoral and research programs established across the globe The increased interest in this area has helped improve the education and training of the next generation of engineers as well as supporting growth in the use of technology for teaching and learning increased attention to broadening participation diversity and inclusion in the field and a wide international expansion of the field Drawing on the work of 100 expert contributors from over 20 countries this volume covers both emergent and established areas of research within engineering education giving voice to newcomers to the field as well as perspectives from established experts Contents include Sociocognitive and affective perspectives on engineering education Technology and online learning in engineering education Cultural and ethical issues including diversity equity and inclusion in engineering education Curriculum design teaching practices and teacher education at all levels Research methods and assessment in engineering education This book offers an innovative and in depth overview of engineering education scholarship and practice which will be of use to researchers in engineering education engineering educators and faculty teacher educators in engineering education or STEM education and other engineering and STEM related professional organizations The Open Access version of this book available at <http://www.taylorfrancis.com> has been made available under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4.0 license **Inquiry in Education, Volume I** Mark W. Aulls, Bruce M. Shore, 2023-05-09 Why should inquiry be the engine for independent curiosity and interest driven life long learning be a curricular imperative and its presence a criterion for excellent education Is it possible to teach inquiry skills systematically and to engage learners in being inquirers across elementary secondary and post secondary schooling To answer these urgent questions this book pulls together more than four decades of expert opinion quantitative research and qualitative research on inquiry in different disciplines school subjects and levels of education and presents a dozen different pedagogical philosophical and disciplinary traditions within which evidence and rationale are found for building learning and teaching experiences around inquiry based curricula Inquiry in Education Volume I The Conceptual Foundations for Research as a

Curricular Imperative is the first book to gather all these sources together to build a cross disciplinary case for inquiry as the central core of sound curriculum design and to offer an organized interpretation of this large body of knowledge from a variety of perspectives and for different educational purposes A companion volume Shore Aulls Delcourt Eds Inquiry in Education Volume II Overcoming Barriers to Successful Implementation focuses on a corollary question If inquiry is such a good thing why is it not universal practice What barriers stand in the way and how can teachers overcome them Inquiry in Education Volume I is intended for scholars faculty and students of education and for practitioners at all levels of schooling who support inquiry oriented reforms in education and who want to learn more about how to use inquiry in their own practice Innovations in Remote and Online Education by Hydrologic Scientists Bridget Mulvey,Adam Scott Ward,Anne J. Jefferson,Jerad Bales,2022-12-02

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Table of Contents Talking About Leaving Why Undergraduates Leave The Sciences

1. Understanding the eBook Talking About Leaving Why Undergraduates Leave The Sciences
 - The Rise of Digital Reading Talking About Leaving Why Undergraduates Leave The Sciences
 - Advantages of eBooks Over Traditional Books
2. Identifying Talking About Leaving Why Undergraduates Leave The Sciences
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Talking About Leaving Why Undergraduates Leave The Sciences
 - User-Friendly Interface
4. Exploring eBook Recommendations from Talking About Leaving Why Undergraduates Leave The Sciences
 - Personalized Recommendations
 - Talking About Leaving Why Undergraduates Leave The Sciences User Reviews and Ratings
 - Talking About Leaving Why Undergraduates Leave The Sciences and Bestseller Lists
5. Accessing Talking About Leaving Why Undergraduates Leave The Sciences Free and Paid eBooks
 - Talking About Leaving Why Undergraduates Leave The Sciences Public Domain eBooks
 - Talking About Leaving Why Undergraduates Leave The Sciences eBook Subscription Services
 - Talking About Leaving Why Undergraduates Leave The Sciences Budget-Friendly Options

6. Navigating Talking About Leaving Why Undergraduates Leave The Sciences eBook Formats
 - ePub, PDF, MOBI, and More
 - Talking About Leaving Why Undergraduates Leave The Sciences Compatibility with Devices
 - Talking About Leaving Why Undergraduates Leave The Sciences Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Talking About Leaving Why Undergraduates Leave The Sciences
 - Highlighting and Note-Taking Talking About Leaving Why Undergraduates Leave The Sciences
 - Interactive Elements Talking About Leaving Why Undergraduates Leave The Sciences
8. Staying Engaged with Talking About Leaving Why Undergraduates Leave The Sciences
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Talking About Leaving Why Undergraduates Leave The Sciences
9. Balancing eBooks and Physical Books Talking About Leaving Why Undergraduates Leave The Sciences
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Talking About Leaving Why Undergraduates Leave The Sciences
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Talking About Leaving Why Undergraduates Leave The Sciences
 - Setting Reading Goals Talking About Leaving Why Undergraduates Leave The Sciences
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Talking About Leaving Why Undergraduates Leave The Sciences
 - Fact-Checking eBook Content of Talking About Leaving Why Undergraduates Leave The Sciences
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
14. Embracing eBook Trends
 - Integration of Multimedia Elements

- Interactive and Gamified eBooks

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